MARY WASHINGTON COLLEGE

ACADEMIC CATALOGUE
2003-2005

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The *Academic Catalogue* of Mary Washington College includes the official announcements of academic programs and major policies. Detailed policies of admission, financial aid, student life, and academic affairs are published annually in separate documents, which may be obtained from the administrative offices responsible for those areas. All students are responsible for knowing the policies of the College.

Although the listing of courses in this *Catalogue* indicates the content and scope of the curriculum, changes do occur, and the actual offerings in any term may differ from those indicated in preliminary announcements. Because programs and policies change from time to time according to procedures established by the faculty and administration of the College, statements in the *Catalogue* do not constitute an actual or implied contract between the student and the College.

Mary Washington College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404/679-4501) to award the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Liberal Studies, Bachelor of Professional Studies, Master of Science in Elementary Education, Master of Business Administration, and Master of Arts in Liberal Studies.

Be a Part of It!

THE COLLEGE

Mary Washington College is a state-assisted, coeducational, predominantly undergraduate residential college of the liberal arts and sciences. Founded in 1908, it has evolved from a teacher's college, to a branch of the University of Virginia, to what it is today: one of America's outstanding institutions of liberal learning.

Throughout these changes in the College's mission, one characteristic has been constant: the commitment to academic excellence. Now more than ever, its high academic standard is widely acknowledged. Indeed, Mary Washington continues to be recognized as one of the nation's best small colleges by such authoritative publications as *U.S. News and World Report, Barron's Profiles of American Colleges, The Fiske Guide to Colleges,* and *The Princeton Review.*

Several factors contribute to the institution's excellence. Foremost among these are the expertise and commitment of the faculty. Members of the faculty are energetically engaged in productive research and scholarship, which lead to the advancement of their particular disciplines. At the same time, however, it is **teaching** that is their primary goal and purpose.

Teaching effectiveness is enhanced by the small size of most classes, which encourages personal interaction between faculty and students. Moreover, faculty devote much attention to students' concerns beyond the classroom, working closely with them on matters of academic, career, and personal development.

Every institution of higher learning accredited by the Southern Association of Colleges and Schools possesses a brief, formal statement of institutional purpose. This statement defines the mission and role of the institution. It also provides a clear sense of overarching direction and a benchmark against which institutional effectiveness may be gauged. The official mission statement of Mary Washington College, adopted by its governing Rector and Board of Visitors and approved by the State Council of Higher Education for Virginia, is as follows:

STATEMENT OF MISSION

History and Development of the Institution

The College was founded in 1908 as the State Normal and Industrial School for Women in Fredericksburg. It was renamed Mary Washington College in 1938, after having a transformation from a teacher's college to Virginia's public liberal arts college for women. Then in 1944, Mary Washington College became affiliated with the University of Virginia as its women's undergraduate arts and sciences division. In 1970 the entire University became coeducational and in

1972, by action of the General Assembly of Virginia, the College became an independent, state-supported institution for women and men, with its own governing board.

The College is primarily an undergraduate institution with the large majority of its students living on campus. Through an emphasis on quality, Mary Washington College attracts students from all areas of Virginia, particularly the urban areas of Northern Virginia, Richmond, and Tidewater. Approximately twenty-five percent of its on-campus resident students are from other states and foreign countries, with the largest population coming from Southern, Middle Atlantic, and New England states. Located in the middle of a rapidly growing Washington-Richmond "urban corridor," Mary Washington serves the educational needs of both full-time and part-time commuting clientele, in part through the utilization of its resources in the evenings and on weekends. The limited graduate offering is designed in particular for part-time, commuting students, as is the Bachelor of Liberal Studies adult degree program.

To meet the diverse academic goals sought by students in today's society, Mary Washington College is organized into academic departments of one or more disciplines and offers more than thirty undergraduate programs in the liberal arts and sciences. The College awards five degrees at the Fredericksburg campus: Bachelor of Arts, Bachelor of Science, Bachelor of Liberal Studies, Master of Arts in Liberal Studies, and Master of Science in Elementary Education. Through the James Monroe Center for Graduate and Professional Studies, located on a separate campus in Stafford County, the College offers a variety of professional certificates as well as three degree programs: Bachelor of Professional Studies, Master of Business Administration, and Master of Education. The College also allows those who have completed degrees elsewhere to enroll for a second degree.

To fulfill the needs and interests of citizens in the region through the most effective use of existing resources, Mary Washington College works in close cooperation with its neighboring state-supported institutions in planning and implementing new higher educational opportunities.

Purpose of the Institution

Mary Washington College, as a predominantly residential and primarily undergraduate, limited-enrollment institution of the liberal arts and sciences, is distinctive within the Virginia system of higher education. Emphasis upon excellence in the pursuit of liberal learning has traditionally been at the core of the College's educational philosophy. Commitment to this concept will continue in the years ahead.

The College maintains that a broad, liberal education—that is, one based upon freedom of inquiry, personal responsibility, and intellectual integrity—is the best preparation for citizenship and career. Thus the goal of the instructional and experiential program is to offer to students courses of study and co-curricular opportunities which together provide them with a sound, general education, enhance

their understanding of their responsibilities as citizens in the broader community, and develop the skills necessary for creative and productive lives.

The College regards the provision of high-quality instruction as its most important function. The role of faculty research and scholarly endeavor in this context is to maintain the vitality of teaching, and, accordingly, the College encourages such research and scholarship. Furthermore, it especially encourages the participation of undergraduates in research.

Mary Washington College is sensitive to the educational needs of the growing population within its commuting region. To address such concerns, it has established undergraduate and graduate degree programs designed especially for adult, part-time students and has developed a number of public service activities to assist in meeting special community needs.

In response to accelerating demographic changes that have increased the demand for educational services within the region, the College has developed the James Monroe Center for Graduate and Professional Studies (located at a new campus in nearby Stafford County). Pursuant to its own distinctive mission, the James Monroe Center is designed to offer programs appropriate to the region's economic development needs and to provide educational opportunities for the personal life-long learning and professional advancement objectives of the citizens of the region.

Extent of the Institution's Mix of Instruction, Research, and Public Service

The College has adopted as its most pervasive and important function the provision of instruction of the highest quality. The goal of that instruction is to offer to students learning opportunities that will provide them with a sound, general education, sensitize them to their responsibility as citizens in the broader

community, offer them the means to achieve the highest possible degree of self-realization, and enable them to develop the skills and abilities necessary for life-long learning and productive and creative lives. The College encourages individual and departmental research necessary to support the teaching processes and the undergraduate and graduate academic programs of the institution.

Mary Washington College's public and community service activities, offered on and off campus, provide citizens with continuing educational opportunities and assist in meeting special community needs. The Center for Historic Preservation, designed to support the undergraduate degree program in historic preservation and to provide specialized services to preservation organizations and interested individuals, is unique within Virginia and the region.

The Institution's Future Directions

As the College evaluates its offerings, it will build upon its high-quality liberal arts and sciences programs and propose curricular additions and adjustments specifically designed to meet new and increased demands. Mary Washington College will continue to emphasize residential, undergraduate, liberal education and will also offer compatible undergraduate and master's level programs designed primarily for commuting students.

COMMUNITY VALUES

Several elements contribute significantly to the fulfillment of the College's mission. One is the encouragement of, and respect for, individual and cultural diversity. The College also insists upon an atmosphere of civility and tolerance consistent with the ideals of a community of scholars. Toward that end, the College embraces a statement of community values and expectations concerning the behavior of its members. This statement declares that

> *Mary Washington College is an academic community dedicated to the highest standards of scholarship, personal integrity, responsible conduct, and respect for the individual. We hold among our foremost common values:*
>
> - *The importance of personal integrity as reflected in adherence to the Honor Code,*
> - *The right of every individual to be treated with dignity and respect at all times,*
> - *The acceptance of and respect for diversity in our community and adherence to the College's Statement of Non-Discrimination, and*
> - *The freedom of intellectual inquiry in the pursuit of truth.*
>
> *As members of the College community, we refuse to tolerate behavior that in any way compromises or threatens these values.*

THE HONOR SYSTEM

Another element basic to the College's mission is adherence to the Honor System, which constitutes one of the distinctive features of student life at Mary Washington. This system, based upon the integrity of each student, provides that a student shall act honorably in all facets of campus life. The Honor Pledge required on quizzes, examinations, and other coursework means that the work which the student submits is the student's own, completed according to requirements for the course as determined by the instructor. Lying, cheating, and stealing are specific infringements of the Honor Code. In the case of an alleged violation, an Honor trial is conducted by an elected Honor Council, with the verdict determined by a randomly selected jury of students. In case of a conviction, the student may receive punishment ranging from probation to permanent dismissal from the College, and the sanction will be noted on the student's permanent academic transcript. All students and faculty should understand that by joining Mary Washington College they commit themselves to living by and upholding the Honor System.

THE CAMPUSES

The learning environment of Mary Washington is further enhanced by the very location and physical characteristics of the campus itself. Named for the mother of George Washington, who lived most of her life in Fredericksburg and is buried nearby, the College is located in Fredericksburg, Virginia, a place of extraordinary historical significance in both the Revolutionary and Civil War eras. Indeed, the original campus is located on Marye's Heights, a Confederate artillery position in the 1862 Battle of Fredericksburg, and major historic sites abound throughout the area.

The spacious Fredericksburg campus, located in an established residential neighborhood, is exceptionally attractive. Both academic and residential buildings, consistent in their Georgian style of architecture, are interspersed along a wide brick Campus Walk which extends for over a half-mile from one end of campus to the other. With vehicular traffic and parking confined to the edges of campus, the grounds offer extensive park-like space including substantial stretches of lawn and large wooded areas.

The newly opened Stafford Campus, located just to the north of the Fredericksburg campus, is situated on a 48-acre site surrounded by trees and close to many of the area's newly developed residential communities. The campus location, parking and design have been carefully tailored to maximize convenience and educational quality for the adult commuting students while remaining faithful to the high aesthetic standards of the College. For more information about this campus, consult the *James Monroe Center Academic Catalogue.*

Two historic sites are closely affiliated with the College: Belmont, the home of artist Gari Melchers, and the James Monroe Museum and Memorial Library,

located on the site of James Monroe's Fredericksburg law office. Overlooking the Rappahannock River, Belmont is a carefully restored eighteenth-century house and early twentieth-century artist's studio, which now serves as a gallery of Melchers' work. The James Monroe Museum exhibits the life and times of America's fifth president and houses artifacts, an archive, and a presidential library. Working in conjunction with the MWC Department of Historic Preservation, the Museum promotes education in museum practice, research, public history, and collections management.

Whatever degree program students may choose—and whether they reside on campus or commute—the aim of the College is not merely to insure that its students are well-trained in a discipline and well-prepared for productive employment. The basic goal of the College is much broader and ultimately more important: to insure the development of those skills of writing, speaking, and critical thinking which make possible a lifetime of creativity and intellectual development.

In short, Mary Washington College—through its rich history, its educational philosophy, and its exceptional environment for learning—offers today's students a superior opportunity for obtaining a broad, liberal education based upon honesty, freedom of inquiry, personal responsibility, and intellectual integrity that will provide the foundation for meeting the challenges and attaining the potentialities of the twenty-first century.

STATEMENT OF NON-DISCRIMINATION

Mary Washington College subscribes to the principles of equal opportunity and affirmative action. The College does not discriminate on the basis of race, color, religion, disability, national origin, political affiliation, marital status, sexual orientation, sex, or age in recruiting, admitting, and enrolling students or in hiring and promoting faculty and staff members. The College will not recognize or condone student, faculty, or staff organizations that discriminate in selecting members. Complaints of discrimination or questions should be directed to the AAEEO Officer of the College.

ADMISSION AND ENROLLMENT

ENROLLMENT OPTIONS

Mary Washington College offers a number of different enrollment options. Each is designed to meet the needs of a particular student population. The Fredericksburg campus offers degree programs and course work in the liberal arts and sciences, while the James Monroe Center for Graduate and Professional Studies, located on the Stafford campus, features professionally-oriented bachelor's and master's degree programs, along with certificate and licensure programs.

On the Fredericksburg campus, most students are enrolled in the traditional Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree programs. Students may enter these programs as freshmen, usually immediately following the completion of high school, or as transfer students entering from other two-year or four-year colleges or universities. Most B.A. and B.S. degree-seeking students are enrolled full time, although these programs may also be pursued on a part-time basis. The majority of these students live in College housing.

The Bachelor of Liberal Studies (B.L.S.) program, also offered on the Fredericksburg campus, is designed to meet the needs of men and women six or more years out of high school who have some college experience and want to complete a bachelor's degree in the liberal arts or sciences. Some individuals who have been out of high school less than six years and have an associate's degree or the equivalent may be allowed to enroll in the B.L.S. program. This program may be pursued on either a full-time or part-time basis.

Many adult students are enrolled at the College's James Monroe Center for Graduate and Professional Studies. The Bachelor of Professional Studies (B.P.S.) degree program is for students who have some college experience and want to complete a professionally-oriented bachelor's degree in Leadership and Management, Computer Technology, or E-Commerce. The B.P.S. program may be pursued on either a full-time or part-time basis; classes typically meet once a week in the evening or on Saturday morning.

The college also provides a number of graduate degree offerings through the James Monroe Center for Graduate and Professional Studies. The Master of Education (M.Ed.) degree can be pursued on a full-time or part-time basis. Two tracks are offered in the M.Ed. program: the post-baccalaureate initial teacher licensure with an M.Ed. option, or the M.Ed. for practicing teachers

who already have a Virginia Collegiate Professional or Postgraduate Professional license and are pursuing professional development, license renewal, or an added teaching endorsement. The Master of Business Administration degree (M.B.A) provides courses in management and leadership to experienced professionals on a part-time basis. The College also offers a variety of certificate programs designed to offer students specific professional competencies. Enrollment in the certificate programs is through the James Monroe Center for Graduate and Professional Studies.

Non-degree-seeking students are those who do not necessarily wish to earn a degree from Mary Washington College but who enroll in limited course work to satisfy particular needs or for general interest. The non-degree enrollment process is much simpler and less formal than that for the degree programs. Individuals may enroll as non-degree-seeking students for the regular session or the summer term on a space-available basis.

The enrollment procedures for each program are described in the following sections. Anyone considering applying to the College should consult the most recent publications of the particular program or contact the appropriate office for more information.

ADMISSION TO THE BACHELOR OF ARTS (B.A.) OR BACHELOR OF SCIENCE (B.S.) DEGREE PROGRAMS

Admission to the B.A. or B.S. programs is highly competitive. Candidates for admission should present evidence of sound academic preparation including solid performance in a challenging academic program. Standardized test scores, extra-curricular activities, essays, and other factors such as recommendations are also considered. The Admissions Committee offers admission to those candidates who not only meet the minimum requirements but who present the strongest overall credentials in the particular applicant pool.

To be admitted as a degree-seeking student in the B.A. or B.S. programs, an individual must submit an application to the Office of Admissions. The applicant must also provide official transcripts from all secondary schools and colleges attended, along with results of the SAT-I or ACT.

ADMISSION FOLLOWING HIGH SCHOOL

A student who wishes to enter Mary Washington as a freshman after graduating from high school should submit the application, along with the non-refundable application fee or an official fee-waiver form approved by a high school guidance counselor. The applicant's high school should send an official transcript directly to the College. The applicant should also request that results of the SAT-I or ACT and any other tests be sent directly to Mary Washington College.

High School Preparation. Each applicant must have graduated from an accredited secondary school or the equivalent with credit for at least sixteen academic courses emphasizing college preparatory work. The Committee pays careful attention to the quantity and quality of the applicant's college preparatory curriculum.

Although the College does not require specific courses for admission, successful applicants usually have completed four years of English, three or more years of mathematics (including Algebra II), three or more years of laboratory sciences, three or more years of social sciences, and at least three years of one foreign language or two years each of two foreign languages. In addition to the core academic courses, elective credits earned in subjects such as art, computer science, drama, journalism, and music are appropriate. The College strongly recommends that candidates for admission pursue advanced, honors, Advanced Placement (AP), or International Baccalaureate (IB) courses when available. The Admissions Committee believes that the senior year in high school is extremely important and that central academic subjects such as English, mathematics, laboratory sciences, social studies, and foreign language should be continued through the final term.

Character, Personality, and Interests. The College welcomes recommendations from appropriate school officials. The recommendations should assess academic potential as well as character, personality, or interests. Activities that reflect leadership or intellectual interests are significant if they reinforce sound academic achievement. Since Mary Washington operates under an honor system, assurance of personal integrity is essential.

Examinations. Students applying for admission from high school must take the SAT-I of the College Board or the ACT and have the official results sent to the College. Tests should be taken no later than January in the senior year. The College strongly recommends that applicants submit the results of at least two SAT-II Subject Examinations. Students seeking to satisfy the College requirements in English composition should take the SAT-II writing test or the AP exam in English Language and Composition. Students seeking to satisfy the

College requirement in foreign language should take the SAT-II or the AP exam in the foreign language. The Admissions Committee also welcomes ACT test scores to be considered as part of the applicant's record. TOEFL or ELPT results for international students or those whose primary language is not English may also be submitted.

Admission Plans. Students applying for admission as freshmen may be considered under one of the following two plans:

Honors Admission. The Admissions Committee may select high school students with exceptionally strong academic records to receive Honors Admission. Any student whose application file is complete before January 15 is reviewed for possible Honors Admission. The Committee awards Honors Admission on the basis of outstanding high school performance and test scores. Students who receive Honors Admission are notified throughout the admission cycle but need not make a commitment to attend the College until May 1.

Regular Admission. Most applicants are considered under the Regular Admission plan. All freshman applications for fall semester admission should be submitted by February 1; applicants who meet this suggested filing date will be notified of the Committee's decision by April 1. Applications filed after February 1 are considered as space permits. Various deadlines concerning final transcripts, deposits, and medical examinations occur following the offer of admission. All students who are accepted for admission are sent the necessary information concerning these requirements. The College adheres to the May 1 National Candidates' Reply Date.

Deferred Enrollment. Accepted applicants may ask the College for the option of deferring enrollment for up to one year. Each case is considered on an individual basis. Those who are granted deferred enrollment are subject to rules, regulations, and financial charges in effect when they actually enroll. Students who enroll at another institution before enrolling at Mary Washington must reapply as transfer students.

Advanced Placement and International Baccalaureate. Students may apply for college credit through the examinations in various academic subjects given by the Advanced Placement Program of the College Board and through the International Baccalaureate examinations. Prospective students may contact the Office of Admissions to request information on those AP and IB examination scores required for credit in particular subject areas. To apply for credit, students must have official examination results forwarded to the College before matriculation.

Dual Enrollment. Students earning college credit while still in high school through dual enrollment will have their credits evaluated for possible application toward degree requirements at Mary Washington College. These students are considered as freshman applicants. Only official transcripts sent directly to Mary Washington College from the credit-granting college or university will be evaluated for the awarding of dual enrollment or transfer credit.

ADMISSION BEFORE HIGH SCHOOL GRADUATION

On occasion, the College allows students with exceptional ability to enroll before graduating from high school. Three arrangements cover most circumstances: admission to the summer session; admission to part-time study during the regular session; or admission after the junior year. Details are available from the Office of Admissions or the Office of Academic Services.

ADMISSION AS A TRANSFER STUDENT

The Transfer Admission Process. Prospective transfer students should submit the application and the non-refundable application fee as early as possible. Transfer applicants must arrange for their secondary schools and all colleges attended to send official transcripts to Mary Washington College. Transfer applicants must also submit results of the SAT-I or ACT or request a test waiver under conditions outlined in the most current Admissions Catalog. The College should receive all materials by March 1 for the fall semester and by November 1 for the spring semester. After these dates, the Admissions Committee will consider applications as space permits.

The Committee considers all aspects of the record in deciding whether or not to admit a transfer candidate; however, it puts particular emphasis on the student's program and academic achievement in college.

The Admissions Committee selects transfer students on the basis of their applications, transcripts of all college work, high school transcripts, and test scores. Candidates may be considered for transfer admission only if, at the last institution attended, they are not on academic or social probation or suspension.

Transfer Credit. Previous college coursework will be evaluated for transfer credit following an offer of admission. As a rule, transfer credit is granted for courses of the same type (liberal arts and sciences), on the same level, and taught under the same guidelines as courses offered by Mary Washington. Courses for which a student requests transfer credit must have a minimum grade of "C" (2.0 on a 4.0 scale) and must not overlap or repeat those which the student takes at the College. No credit will be awarded for courses taken on a pass/fail basis (except physical education courses when grades are not given), prior to matriculation. Transfer applicants should have official transcripts from other institutions sent directly to the Office of Admissions. They also may be asked to provide a catalogue or course descriptions for evaluating their credits. In order to receive transfer credit, students must submit official transcripts by deadline dates specified in the Dictionary of Academic Regulations.

Residence Requirement. To be eligible for a degree, a student must earn thirty semester hours of credit in a degree program at the College and must complete at least fifteen of the last twenty-one credits at Mary Washington.

VIRGINIA STATE POLICY ON TRANSFER

Admission Criteria. Mary Washington College is committed to enrolling transfer students from the Virginia Community College System (V.C.C.S.) and Richard Bland College. Admission priority is extended to students who have completed specific Associate of Arts, of Science, or of Arts and Science degrees. Preference is also given to students from the local area. Admission to Mary Washington College is competitive and the availability of transfer spaces varies from semester to semester. Admission criteria for applicants to the Bachelor of Professional Studies (B.P.S.) and the Bachelor of Liberal Studies (B.L.S.) program specified below are much more flexible; however, such applicants also are encouraged to complete an associate degree.

Acceptance and Application of Credits. Students who have earned a transfer associate degree (excluding the General Studies degree at most of the V.C.C.S campuses) prior to matriculating at Mary Washington College will be considered to have attained junior status (60 or more credit hours) and usually to have met lower-division general education requirements, although additional across-the-curriculum and foreign language courses may be required to meet the College's complete general education program. The MWC Transfer Credit Guide, available on the College's web site (www.mwc.edu), describes in detail the Virginia State Policy on Transfer and the College's implementation of that policy.

ADMISSION TO BACHELOR OF LIBERAL STUDIES (B.L.S.) PROGRAM

To be admitted to the B.L.S. program, applicants must have completed 30 transferable college credits with a minimum grade point average of 2.5. The program is designed for students who have been out of high school for at least six years; however, an applicant who has been out of high school for less than six years and who has earned an associate degree or the equivalent, may be a viable candidate for the B.L.S. program.

Students may begin the program in the fall, spring, or summer. The B.L.S. program operates on a rolling admission basis, but prospective students should complete their applications by June 1 for fall admission, by October 15 for spring admission, and by March 15 for summer admission. Applicants should submit an application, a non-refundable application fee, essays, and official copies of all high school and college transcripts. Additionally, any standardized test scores or military coursework transcripts may be sent to the Office of Admissions to be considered for academic credit.

The B.L.S. program offers flexibility in the timetable leading to graduation because it does not require full-time study or extended residence at the College, yet it offers the advantages of a traditional college degree: exposure to the range of modern liberal learning, combined with thorough study in a specific area.

Students who have registered for classes in the B.A./B.S. program at MWC

within the past calendar year and who have completed more than 30 credits at Mary Washington College may not enroll in the B.L.S. program. The B.L.S. degree requires 120 semester hours of course work for graduation distributed in three categories: general education, electives, and major. Courses that meet B.L.S. Across-the-Curriculum requirements must be included in the student's program of study. At least 30 credits must be taken at Mary Washington College after admission to the program. A cumulative GPA of 2.00 on all Mary Washington College work is also required.

ADMISSION TO THE BACHELOR OF PROFESSIONAL STUDIES (B.P.S.) PROGRAM

The Bachelor of Professional Studies is a degree-completion program designed to provide adult students with specialized professional degrees. The program is offered at the James Monroe Center for Graduate and Professional Studies in Stafford County. Courses are offered on a flexible schedule and at convenient times to meet the needs of busy working adults.

There are several concentrations in the Bachelor of Professional Studies degree program. In order to be admitted to the program, applicants should have completed 30 credits of college level work with a grade point average of at least 2.0. Admission is on a rolling basis, and is offered in the fall, spring, and summer. Applicants must submit the application for admission along with a non-refundable application fee, essay, and official copies of all high school and

college transcripts. Complete details about the B.P.S. concentrations, credit requirements, and admission process are included in the *Bachelor of Professional Studies Admissions Catalog.*

ADMISSION TO THE POST-BACCALAUREATE TEACHER LICENSURE/MASTER OF EDUCATION GRADUATE PROGRAM

The Post-baccalaureate Teacher Licensure Program with a Master of Education degree option is available to both full-time and part-time commuting students who wish to complete requirements for a license to teach in the public elementary, middle, or secondary schools in Virginia. Any student holding a bachelor's degree from an accredited institution may apply.

Applicants must submit the M.Ed. application for admission, a non-refundable application fee, official copies of all college/university transcripts, essays, and a resume. Admission to the program is offered in the fall, spring and summer. Applicants should complete their admissions files by May 1 for fall admission, October 1 for spring admission, and March 1 for admission to the summer session. When the admissions office receives all materials, an interview may be scheduled for the applicant. PRAXIS I scores are required for admission to the program.

A wide range of criteria is considered in reviewing applicants to the teacher licensure/M.Ed. program: academic background, experience with children or adolescents, professional goals, commitment to teaching, personal qualities, life and work experiences, ability to meet the needs of a diverse student population, ability to teach in the endorsement area sought, undergraduate GPA and PRAXIS I test scores, and degree of completion of endorsement coursework. Complete details about the Post-baccalaureate teacher licensure/M.Ed. admission process are included in the *Graduate Education Admissions Catalog.*

ADMISSION TO THE MASTER OF EDUCATION FOR PRACTICING TEACHERS GRADUATE PROGRAM

The Master of Education for practicing teachers is available on a part-time basis for current teachers seeking professional development, license renewal, or an added teaching endorsement. Any student holding a bachelor's degree from an accredited institution and a current Virginia Collegiate Professional or Postgraduate Professional license may apply.

Applicants must submit the M.Ed. application for admission, along with a non-refundable application fee, official copies of all college/university transcripts, essays, and a resume. A copy of the Virginia teaching license must also be submitted with the application. Admission to the program is offered in the fall, spring and summer. Applicants should complete their admissions files by May 1 for fall admission, October 1 for spring admission, and March 1 for admission to the summer session. Admission to the Educational Leadership program is offered to a

cohort of no more than 25 students each fall. Applicants to this program must submit additional materials and should complete their applications by June 1. Complete details about the M.Ed. admission process are included in the *Graduate Education Admissions Catalog* and the *Educational Leadership Application Supplement.*

ADMISSION TO THE MASTER OF BUSINESS ADMINSTRATION (M.B.A) PROGRAM

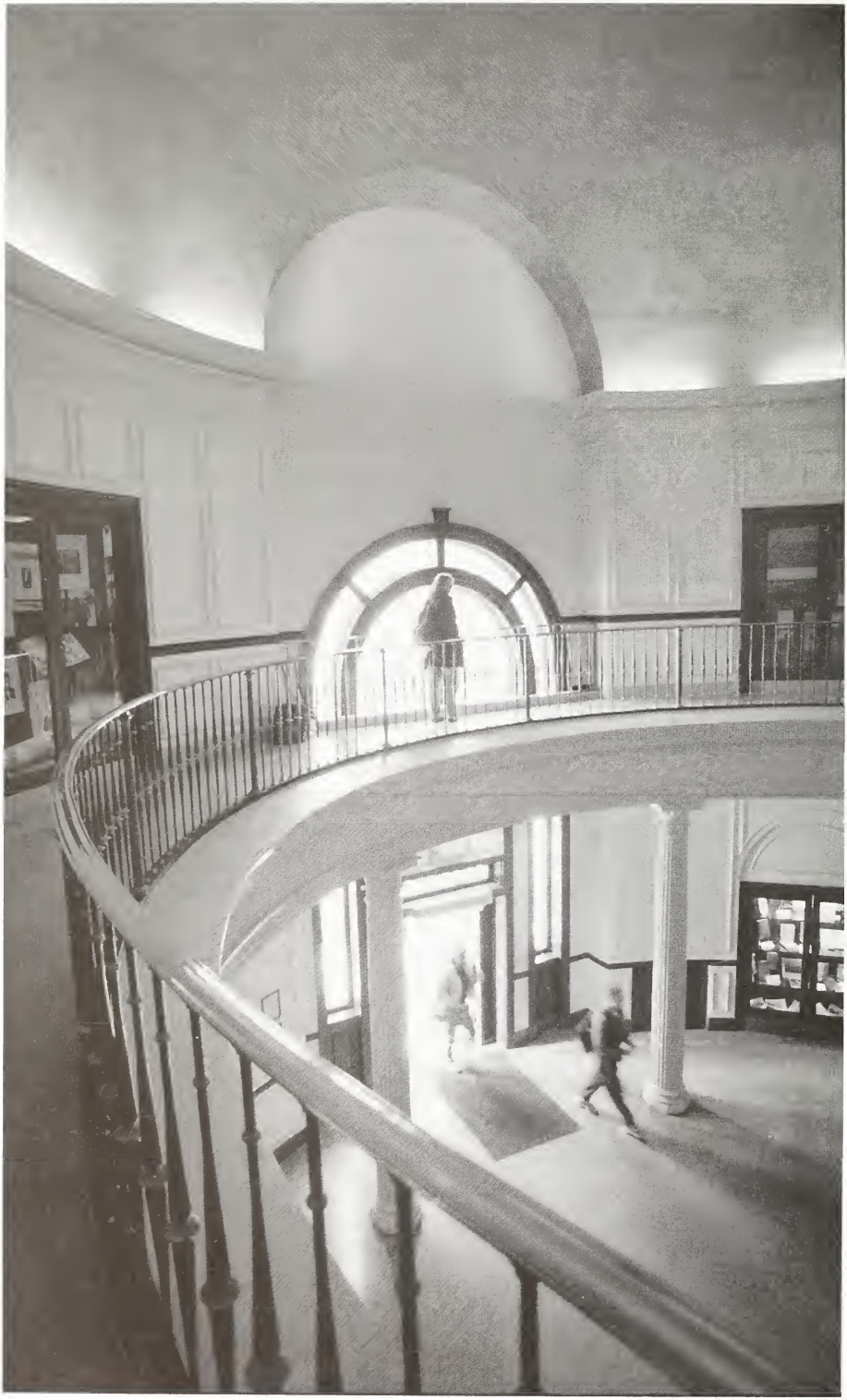
The M.B.A provides experienced professionals with a quality graduate program that prepares graduates for management and leadership positions in a variety of organizations. Several concentrations are offered in the program. This part-time, evening program requires completion of a baccalaureate degree for admission.

Applicants must submit the M.B.A application for admission, a non-refundable application fee, official copies of all college/university transcripts, resume, statement of professional goals, letters of recommendation, and official scores from the Graduate Management Admission Test (GMAT). New students are admitted for the fall, spring, and summer semesters. Applicants should complete their application files by June 1 for fall admission, November 1 for spring admission, and April 1 for admission to the summer session. Complete details about the M.B.A concentrations and admission process are included in the *Master of Business Administration Admissions Catalog.*

ADMISSION AS A NON-DEGREE-SEEKING STUDENT

Non-degree-seeking students are allowed to take courses or certificate programs at Mary Washington College but are not enrolled in a degree program. An abbreviated application form is required. Admission decisions are made by the Registrar at the time of enrollment.

Non-degree-seeking students are allowed to register for up to eleven credits per semester and pay tuition according to the number of enrolled credits. A non-degree-seeking student can seek permission from the Associate Dean of Academic Services to exceed the eleven-credit limit. Non-degree students wishing to apply for admission to MWC are advised that they must do so before completing 30 credits in residence.



FEES AND FINANCIAL AID

TUITION AND FEES

The fees outlined in this section have been approved by the Board of Visitors and are effective for the 2003-2004 fiscal year. Any changes from this schedule of fees will be announced immediately. Questions about fees and payment procedures should be directed to the Office of Student Accounts in George Washington Hall (540/654-1289). Questions about financial assistance and general College expenses should be addressed to the Office of Financial Aid, Lee Hall (540/654-2468).

FULL-TIME RESIDENTIAL STUDENTS

The tuition and fee schedule below is for an undergraduate student carrying 12 to 18 semester credit hours. A student carrying more than 18 semester credit hours must pay a tuition overload fee for each additional credit hour (see page 23). Tuition and fees for future years will be publicized at the appropriate time.

2003-2004 Tuition and Fees for Full-Time Residential Students

	Virginia		Non-Virginia	
	Term	**Year**	**Term**	**Year**
Tuition and Fees:	$ 2,344	$ 4,688	$ 6,218	$ 12,436
Residential Fee:	1,580	3,160	1,580	3,160
Meal Plan:(15 Meal Plan)	1,159	2,318	1,159	2,318
Total:	$ 5,083	$ 10,166	$ 8,957	$ 17,914

Residential Fee. The residential fee includes health center services; however, any prescribed medication is charged to the student's account.

Meal Plans. Mary Washington College offers three different meal plan options to residential students: a Super Meal, 15-meal, or 9-meal plan. Each meal plan comes with flex dollars, which may be used to purchase additional meals or to eat in the Eagle's Nest. EagleOne Dollars may also be used for additional dining meals. All residential students are required to enroll in one of the three meal plans. All freshmen must participate in either the Super Meal or the 15-meal plan. Residents of the College's apartments on William Street have an 85 meal per semester block plan available to them which includes flex dollars, also.

MWC EAGLEONE IDENTIFICATION CARD

The Mary Washington College EagleOne Identification Card is the only card a student needs at the College. The card acts as a form of identification allowing access to the library, gymnasium, and other College buildings and activities. It contains the students' meal plan and flex dollar information for College food service. It is also a debit card. Money may be added in the form of EagleOne Dollars which can then be debited from the balance for use in the College Bookstore, the Eagle's Nest, the Restaurants at Seacobeck, purchases and payments at various other offices, and the laundry and vending operations throughout the campus.

FULL-TIME NON-RESIDENTIAL STUDENTS

Non-residential full-time undergraduate students pay tuition and fees, for the 2003-2004 semester and yearly totals of $2,292 and $4,584 (Virginia residents), or $6,166 and $12,332 (non-Virginia residents). In addition to the other available meal plans, a five-meal plan is also available for commuting students. This plan includes any five meals Friday through Thursday and comes with flex dollars. Additional dollars may be added on an optional basis through the EagleOne Card.

2003-2004 Tuition and Fees for Part-Time Students

	Virginia Students	**Non-Virginia Students**
Undergraduate	$164 per credit hour	$486 per credit hour
Graduate	$212 per credit hour	$491 per credit hour

All degree and non-degree-seeking students pay a non-refundable $35 annual registration or declaration to continue fee which permits enrollment in fall, spring, and summer terms.

OTHER FEES

Application Fee. A non-refundable fee of $35 must accompany the application for admission from a first-time undergraduate and graduate, degree-seeking applicant. It is entirely separate from other fees, is not refundable, and cannot be deducted from other charges.

Contingent Fee. All residential students are charged a one-time $200 Contingent Fee when they enroll at the College. This fee is in addition to those outlined above and is included in the bill for the first semester and with the first payment. The Contingent Fee will be applied against any outstanding balance upon graduation or withdrawal from the College. Any remaining portion of the Contingent Fee will be refunded at that time.

Declaration-to-Continue Fee. A non-refundable fee of $35 must be paid each year by all students returning to or continuing in the College.

Audit Fee. Part-time students may audit a course for no credit on a space-available basis for a fee of $25 per credit hour.

Tuition Overload Fee. A full-time student registering for more than 18 semester credit hours is required to pay an additional fee. For Virginia students the charge is $98 for each credit hour exceeding 18, and for non-Virginia students $420 per credit hour.

Credit-by-Examination. Degree-seeking students may take examinations for which credit may be awarded for a fee of $45.

Special Course Fees. Some classes require the payment of a special instructional fee in addition to the tuition charge. The fee for classes in *horsemanship* is paid directly to the business offering the classes. Students enrolled in private lesson music classes pay a fee of $50 per course.

Study Abroad Fee. Students studying abroad for a semester or year must pay the study abroad fee of $35 per semester.

BLS Life/Work Portfolio. BLS candidates pay a $100 fee for the review of a life/work portfolio.

Late Payment Fee. A fee equivalent to 10% of the unpaid account balance will be charged to students whose accounts are not paid in full by the published deadline. Interest may also be charged on all past due accounts.

Returned Check Fee. There is a service charge of $20 for each check returned for insufficient funds or similar reasons. A cashier's check or cash is then required in place of the returned check. Checks returned for insufficient funds will be considered as nonpayment and therefore subject to the 10% late fee.

Transcript Fee. There is a $5 charge for official transcripts.

TERMS OF PAYMENT

All fees, including room and board, are billed and are payable in advance of the beginning of the semester.

Room and Tuition Deposits. After receiving notice of acceptance for admission students must make a deposit ($500 for residential students, $250 for non-

residential students) toward their tuition and fees. Continuing students must make a deposit ($300 for residential students, $100 for non-residential students) toward their tuition and fees. These deposits are not refundable and are applied to the fees for the regular session. For questions regarding these deposits, please contact the Office of Student Accounts at 540/654-1289.

Statements and Due Dates. The College mails each student a statement well in advance of the beginning of each semester, and payment is due by the date specified on the statement. Any variations from the terms of payment must be approved in writing by the Assistant Vice President for Business and Finance or his/her designee.

If a full-time student has not received a statement of charges within 20 days before the beginning of the semester, the student should notify the Office of Student Accounts as soon as possible so that a statement can be prepared, mailed and paid by the due date.

At the end of the semester a student's account will include any charges incurred for library fines, lost library books, parking tickets, prescriptions, lost keys, building and equipment damage, and other miscellaneous charges. At this time, any student whose full account has not been settled will not be permitted to participate in graduation, receive grades or transcripts, pre-register or be eligible to return to the College until the account is settled.

Scholarship and Loan Awards. If a student is receiving financial aid through Mary Washington College, one-half of the annual award will be shown on each semester statement. If an expected award has not been credited on the statement, the student should contact the Office of Financial Aid for clarification. Some scholarships may not be paid to the student until the successful completion of the semester. However, the student must pay his or her bill in full prior to the scholarship being renewed.

A student receiving financial aid from a source other than the College must make sure that the Office of Student Accounts receives notification by the statement due date of the award, its amount, and method of payment. Failure to provide notification could result in a student's account being delinquent. Awards and loans from sources other than the College will not be credited to the account until they are actually received by the Office of Student Accounts.

Delinquent Accounts. Any charge incurred in collecting a delinquent account will be added to the account. This applies but is not limited to charges by an attorney or collection agency.

Refund of Fees. A student who withdraws from the College during the semester should promptly complete an official withdrawal form in the Office of the Registrar in George Washington Hall. A copy of the form must be sent or delivered to the Office of Student Accounts and will serve as the basis for withdrawal charges and credits.

For the purpose of determining withdrawal charges, the semester begins with the first day of classes. A residential student who cancels before the first day of classes will be charged the room deposit ($500 if a newly-admitted student,

$300 if a continuing student). Non-residential students who cancel will be charged the amount of their tuition deposit ($250 for newly-admitted students, $100 for continuing students). Please refer to the appropriate semester schedule of classes for actual refund schedule.

CLASSIFICATION AS A VIRGINIA STUDENT

The *Code of Virginia,* section 23-7.4, governs eligibility for in-state tuition rates at Virginia public institutions of higher education. In general, an independent student, or the parents or legal guardians of a dependent student, must have been legally domiciled in the Commonwealth of Virginia for one full and continuous year immediately before the first official day of class within the semester or term of the student's program and must have paid Virginia state income tax on a full-time salary for that full year. Living in the state simply to attend school does not constitute legal domicile. Certain exceptions are made for military personnel. Detailed questions about domiciliary status are part of each application for admission. Questions about residency status should be directed to the Office of Admissions (540/654-2486), or Office of Student Accounts (540/654-1289).

SENIOR CITIZENS

A legal resident of Virginia 60 years of age or older shall be permitted under regulations prescribed by the State Council of Higher Education to (1) register for and enroll free of charge in courses as a full-time or part-time student for academic credit if such citizen has a taxable income not exceeding $10,712 for federal income tax purposes for the year preceding the year in which the enrollment is sought, (2) register for and audit courses offered for academic credit, and (3) register for and enroll in non-credit courses in any state institution of higher education in this Commonwealth on a space-available basis.

Senior citizens pay no tuition or fees except fees established for the purpose of paying for course materials, such as laboratory fees, but shall be subject to the admission requirements of the institution and a determination by the institution of its ability to offer the course or courses for which the senior citizen registers.

A legal resident of Virginia 60 years of age or older with Federal taxable income exceeding $10,712 may audit credit courses or enroll in non-credit courses without paying general college fees, but must pay general college fees to take courses for college credit. The application fee of $35 will be charged an applicant whose taxable income exceeds $10,712. Additional information is available through the office of the Registrar (654-1063).

FINANCIAL AID

Each year, Mary Washington College administers nearly $16 million in financial assistance, including educational loans totaling $9.5 million, for students at both the Fredericksburg and Stafford campuses. Through a comprehensive

program of grants, scholarships, loans and student employment from federal, state, institutional and private resources, the Office of Financial Aid strives to assist applicants with various aid sources to pay for college expenses.

The College offers financial aid to students without regard to physical ability, political affiliation, marital status, sex, color, race, religion, age, or national origin. Financial need is the primary consideration in awarding grants, scholarships and loans. Typically, non-Virginia students with an EFC of $2000 or more can expect to receive Federal Stafford student loans, possible student employment and, if eligible, Pell grants. Students with the highest need qualify for institutional need-based scholarships. Need-based scholarship and grants from the Commonwealth of Virginia are a major part of assistance for eligible Virginia residents. Priority for all scholarships and grants is given to students who maintain a minimum 2.000 cumulative grade point average. Many programs require a higher grade point average.

Freshmen and transfer students must complete the FAFSA or file on-line before March 1. Returning students must file by March 15. The Title IV code for the College section is 003746. All first-time students and current students selected for verification, and parents of those dependent students, must submit copies of their federal tax returns to the Office of Financial Aid by the mid-May. Students not meeting the above filing and submission dates will be considered for assistance AFTER on-time filers. Since funds are limited, this may result in otherwise eligible students not receiving awards.

In addition to need-based financial aid, the College offers a wide array of institutional scholarships that are awarded on a basis of various academic and personal criteria. A complete listing, as well as the required Scholarship Information Form, is included in the Financial Aid Brochure and on our Web Page at www.mwc.edu/finaid.

Satisfactory Academic Progression Policy. To receive financial aid in subsequent years, students must complete a minimum of 75% (rounded up to the nearest whole number) of the credit hours attempted in an academic period. For example, full-time students enrolled for 30 credit hours during an academic year must successfully complete 23 credits. By the same standard, part-time students enrolled for a total of 12 credits must complete 9 credits. Enrollment is verified approximately three weeks after the start of classes.

The grade level and cumulative grade point average (CGPA) standard at MWC for satisfactory academic progression is as follows:

Below 30 credit hours, minimum 1.650 CGPA for MWC courses

30 – 59 credit hours, minimum 1.800 CGPA for MWC courses

60 – 89 credit hours, minimum 2.000 CGPA for MWC courses

90 credit hours or more, minimum 2.000 CGPA for MWC courses

Graduate Level: minimum 2.000 CGPA for MWC courses

Coursework accepted from other institutions is included in the total number of credit hours, but is **not** factored into the CGPA. Satisfactory Academic Progress is checked at the end of the spring semester. Students who do not meet the above criteria may request reevaluation at the end of summer sessions or the fall semester if additional courses have been completed to meet these requirements. Students financial aid awards are determined at the appropriate grade level for the academic year when awards are made. For instance, first-time freshmen with fewer than 30 credits at the end of their first two semesters are considered third semester freshmen and are awarded at the freshman grade level. This is the case at every grade level.

Detailed information is available at the Office of Financial Aid, Lee Hall, Room 301. Call (540) 654-2468 or visit the Web site at www.mwc.edu/finaid

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STUDENT LIFE

HONOR SYSTEM

The Honor System is the mature and deeply cherished moral code of personal integrity at Mary Washington College, under which students have lived since 1944. It provides that a student shall act honorably in all facets of campus life. Lying, cheating, stealing, or breaking one's word of honor are considered infringements of the system, and the penalty for violation, as determined by the Honor Council, may be dismissal from the College.

The Honor Council retains sole control of its operations and is responsible to the student body, which derives its authority to maintain the Honor System from the Board of Visitors. Because of the nature of the Honor System, final responsibility lies with the Board of Visitors, but all enforcement is in the hands of students.

All students must understand that by accepting admission to Mary Washington College they make a commitment to the provisions of the Honor Code. Upon entering the College for the first time, every student is given a copy of the complete Honor Code and is expected to become familiar with its provisions. Student counselors interpret the Honor System to all new students before they are asked to sign a pledge card stating that they understand what is expected of them and comprehend that a plea of ignorance will not be accepted by the Honor Council. Registration as a student is not considered complete until the Honor Pledge card has been signed.

MULTICULTURAL STUDENT AFFAIRS

Mary Washington College continually and actively seeks a rich blend of cultural and racial diversity in its faculty and staff, students, curriculum, and activities. A number of the College's initiatives particularly support that goal. The James Farmer Multicultural Center, named after the prominent civil rights leader who taught at Mary Washington College, specifically focuses on the academic and social well-being of minority students through mentoring and leadership opportunities.

The Center also offers a wide variety of cultural programming including a highly respected Cultural Awareness Series which spans the academic year and a culminating Multicultural Fair which covers the campus and attracts regional attendance.

While diversity is a goal for all College organizations, several specific interest

groups on campus assist in promoting diversity within the College community and offer programs and resources that foster an awareness and understanding of racial and cultural differences including the Asian Student Association, the Black Student Association, BOND (Black Men of a New Direction), the Hillel Club, the Hispanic Student Association, Islamic Student Association, SHADES, and Women of Color. Through these many efforts the College strives to achieve greater diversity in its population and a full measure of respect for, and appreciation of, the cultural traditions of minority groups.

STUDENT CENTERS

The *Woodard Campus Center* is a focus of daily student life at the College. The recreation/lounge area with pool tables, air hockey, foosball and internet stations, along with the post office area and student mailboxes, EagleOne ID card center, the Eagle's Nest food court, and commuting student lockers generate a constant flow of students. Meetings, speakers, and receptions are regularly scheduled in the meeting rooms and lounges. National touring acts, musicians, and other entertainers perform in both the intimate setting of the Eagle's Nest and in the Great Hall.

Seacobeck Hall contains four dining rooms as well as the convenient and accessible suite of offices reserved for Student Activities, Community Service, the Student Government Association and various other student organizations.

Marye Hall is entirely dedicated to student services and houses the offices of Student Life, Residence Life, and Judicial Affairs and Community Responsibility.

The James Farmer Multicultural Center is located in Lee Hall. Also located in Lee are the Bookstore, Health Center, and Psychological Services Center.

RESIDENCE LIFE AND HOUSING

Sixteen residence halls and an apartment complex offer students a wide variety of on-campus housing. Included are numerous special interest areas ranging from languages to service learning to a substance-free lifestyle to a first-year experience. Each residence hall is staffed with an upper-class student building supervisor and a staff of resident assistants trained to assist with college life and to provide educational and social programming. Each building is overseen by a master's level assistant director of residence life. Residential students participate in Self-determination by Community Standards which allows them to establish behavioral guidelines for their hall community and to hold one another accountable for upholding those guidelines.

HEALTH CENTER

The Student Health Center offers full-time students a self-care center and outpatient medical services Monday through Friday. A full-time physician and nursing staff, as well as access to local area specialists, give students a comprehensive medical resource.

PSYCHOLOGICAL SERVICES CENTER

The Psychological Services Center supports students' personal growth and academic achievement through outreach and clinical intervention when student concerns interfere with academic, social and personal functioning. The staff of licensed clinical psychologists provides wellness-oriented educational programs, crisis intervention, and both group and brief individual counseling to full time, degree-seeking students. Consultation services are available to students, faculty, staff and family members. All services are confidential and free of charge. Student concerns vary considerably and may range from typical developmental issues, including college adjustment, relationship concerns and stress management to problems with depression, anxiety disorders, bereavement, and sexual assault.

BOOKSTORE

The College Bookstore sells textbooks used in the academic program. It also carries related instructional materials, computer software and supplies, office supplies, clothing, and gifts. A large section carries current novels, classics, and recommended outside reading.

COLLEGE POLICE

The College Police offer around-the-clock law enforcement and security for the campus. They employ a community policing philosophy that includes outreach efforts to the College and local community. The thirteen full-time sworn officers are certified by the Commonwealth of Virginia to enforce state and local laws and ordinances as well as College rules and regulations.

JUDICIAL AFFAIRS AND COMMUNITY RESPONSIBILITY

The Office of Judicial Affairs and Community Responsibility educates students about their rights and responsibilities within the College community and holds them accountable, through disciplinary procedures, for any actions deemed disruptive to their learning or to the learning of those around them. The Office also challenges students to develop citizenship and good character by exploring ethical issues – their own, and those of the communities (College, city, state, country, and world) around them. Peer mediation and alcohol education are among the programs offered by the Office. The Office supports, upholds, and complements the Statement of Community Values and the College's overarching academic mission.

STUDENT GOVERNMENT

Internal governance for student life is provided by the Student Government Association. Its executive officers and the members of the Student Senate are elected each year. They, in turn, appoint students to serve on a variety of student

committees and on nearly all faculty and administrative committees at the College. A second elected group, Class Council, is responsible for social programming and many of the College's traditional events. The Honor Council, with elected representatives from each class, presides over the Honor System.

CLUBS

Through the Inter-Club Association, the Student Government Association recognizes over eighty social, cultural, political, religious, and other special interest clubs and organizations which offer a wide range of activities throughout the year. Students find it easy to start new groups if their interest is not represented. In addition, most academic departments support interest clubs or honorary societies. The Office of Campus Recreation administers a comprehensive program of intramural athletics and club sports that provides opportunities for competition and recreation throughout the year. The Office also manages the new student fitness center housing the latest in cardiovascular and fitness equipment.

SERVICE LEARNING/COMMUNITY SERVICE

Service learning has become an integral part of the Mary Washington College experience and is utilized in a number of academic classes. Service with various local agencies offers opportunities to learn about individual and cultural differences while serving the community. Students are able to select one-time special events or on-going volunteer opportunities during their tenure. According to departmental records, approximately 30% of the student body is involved in service-learning activities during the academic school year.

STUDENT PUBLICATIONS AND BROADCASTING

Student-run campus publications and radio provide outlets for students to share their thoughts and talents. The College has a weekly newspaper, *The Bullet;* a yearbook, *The Battlefield;* a literary magazine, *Aubade;* an opinion journal, *Polemic;* and a campus radio station, *WMWC.*

ATHLETICS

The College has twenty-three men's and women's NCAA Division III teams for intercollegiate competition. Men's intercollegiate teams compete in baseball, basketball, cross country, lacrosse, rowing, soccer, tennis, swimming, and indoor and outdoor track and field. Women's intercollegiate teams compete in basketball, cross country, field hockey, lacrosse, rowing, soccer, softball, swimming, tennis, volleyball, and indoor and outdoor track and field. Men and Women compete together in riding. MWC competes in the eight member Capital Athletic Conference (CAC). In 2001-2002, MWC captured 10 conference championships, 6 players were named CAC Athletes of the Year, 8 coaches were named CAC Coach of the year, MWC won its ninth CAC All-Sports Award and 10

Eagle athletes achieved All-American status. Over forty-nine percent of all athletes achieved a 3.0 or better grade-point average, and 4 athletes were named Academic All-Americans.

Mary Washington's physical education building provides a basketball gymnasium, dance studios, an intercollegiate swimming pool with electronic touch time system, an auxiliary gymnasium, an 8,000-square-foot weight training room, a handball-racquetball court, three competitive volleyball courts, two indoor batting cages, an athletic training room, and a multi-purpose activities room. State-of-the-art outdoor facilities include fields for baseball, soccer, lacrosse, softball, and field hockey; cross country courses and a running trail; 12 lighted tennis courts; and a modern 8-lane, 400-meter Rubaturf all-weather track.

FOR FURTHER INFORMATION

Additional information on Student Life will be found in the Mary Washington College *Student Handbook,* published annually and available to all students electronically or in hard copy.

ACADEMIC RESOURCES

LIBRARY

Simpson Library is one of the finest undergraduate libraries in Virginia and constitutes a vital focus of the academic life of Mary Washington College. Through services provided by its highly trained staff, the Library enhances and supports the instructional programs of the College while providing assistance in support of the research needs of students and faculty. The library is open to the public 92 hours per week during regular semesters. Many of its resources are available 24/7 via the Internet.

The Library's collections include over 350,000-catalogued items, 27,500 electronic books, 1,500 current magazines, electronic databases, newspaper subscriptions, and an extensive microform collection of newspaper and periodical back issues. The Library adds 6,000 or more volumes to its collection each year to support the College's wide-ranging curriculum. In addition to the Library's own holdings, the College is an active member of the Virtual Library of Virginia (VIVA), a consortium of colleges and universities in Virginia which gives MWC students and faculty access to a rich array of electronic resources through the campus network. VIVA resources range from online encyclopedias and dictionaries to bibliographic databases and more than 20,000 full-text e-journals. An official partial depository of both federal and state publications, the Library also maintains a small rare book collection and the archives of the College.

One of the largest buildings on campus, Simpson Library includes 400 seats for public use; 260 of these seats are individual study desks and several small rooms are provided for group-study. A large classroom, used for the Library's instructional program, has facilities for acquainting students with the Library's website and automated systems. Most of the resources made available on the library web are accessible from any computer on campus, and many are accessible from remote locations.

"eaglei@libraries mwc," the Library's portal, provides access to cataloguing and acquisition records, circulation status, the online public access catalogue and the rich resources of the Internet. The portal can be used throughout the Library and can be queried by patrons outside of the Library. A full range of instructional services is offered faculty and students to aid in the use and interpretation of the Library's resources, including course-related instruction and reference assistance. OCLC is used to support an extensive interlibrary loan service and provides searching of remote databases.

ACADEMIC INTERNSHIPS

The Office of Career Services coordinates the program of academic internships, through which qualified juniors and seniors work in off-campus settings. Academic departments sponsor these pre-professional internships, under the joint direction of a faculty member and an on-site supervisor, and award academic credit for their successful completion. Career Services maintains files of internships both on-line and in print. Current internship policy and procedure guidelines are available from the Office of Career Services.

The College's location between Washington, D.C. and Richmond, Virginia provides numerous internship opportunities with federal, state, and local government; businesses; non-profit organizations; radio and television stations; newspapers and other print media; law firms and agencies; medical and veterinary facilities; science laboratories; museums; and theatres. Recent internship responsibilities have included writing and editing a newsletter, conducting legal and social science research, counseling, assisting with museum exhibits, creating websites, conducting market research, fundraising, and environmental planning.

INTERNATIONAL PROGRAMS

Mary Washington College, as part of its commitment to liberal arts education and global awareness, strongly supports and encourages study abroad for its students. A study abroad experience can be an integral part of a student's educational, personal and professional development. An understanding of other countries and cultures is important today and will become increasingly valuable in the future.

The Office of International Academic Services assists students in the planning and facilitation of study abroad. Students study abroad either during the academic year or during the summer, and may choose from among MWC-facilitated programs or other institutions' sponsored programs.

The College sponsors and facilitates a number of summer study abroad programs, founded on the expertise and interests of our faculty, offering unique, challenging, and stimulating educational experiences for Mary Washington College credit. Programs currently offered or planned are located in western and eastern Europe, Scotland, Australia, England, Italy, New Zealand, and Spain. In addition to summer options, students also participate in a number of affiliations and partnerships between MWC and other institutions and facilitating organizations. Students have many options from which to choose. Detailed information is available in the Office of International Academic Services.

The Office of International Academic Services assists international students enrolled at the College. Mary Washington College enrolls international students from approximately twenty-five countries. The Office of International Academic Services advises these students on immigration matters and assists them with academic and social adjustments.

UNDERGRADUATE RESEARCH GRANT PROGRAM

As articulated in the "Purpose of the Institution" (page 6), the College faculty is committed to the mutually supportive values of undergraduate teaching and academic research. Seeking to extend those values to its students, the College has a well-established and nationally-recognized Undergraduate Research Grant Program, whereby collaborative teams of faculty member(s) and students apply for College-funded research project support. Highly competitive in its fall, spring, and summer application period procedures, this program enables undergraduates to work intensively with faculty members on a broad range of research topics, work which in many instances leads to student presentation at state, regional, or national academic conferences.

WRITING CENTER

Part of the College-wide Writing Intensive Program, the Writing Center is open to all Mary Washington students. It expresses the College's belief in writing competence as an essential ingredient of a liberal arts education. Operating within the Honor Code, the Writing Center offers free tutorial assistance to students, regardless of major, both for course assignments and for personal writing needs.

The Writing Center works with student writers at every skill level to improve their writing performance. Staffed by a faculty director, an assistant, and well-trained student tutors, the Center provides advice in getting started on papers, developing ideas, achieving unity and coherence, reviewing troublesome parts of papers, understanding and correcting recurring grammatical and punctuation errors, and overcoming writer's block. The Writing Center welcomes students writing research papers, short essays, letters of application, and laboratory reports. It also provides access to various writing guides. The director conducts several workshops each year on writing skills important to success in college work.

SPEAKING CENTER

The Speaking Center supports the College's Speaking Intensive Program by providing free consultations to students interested in developing oral communication skills. The Center houses a collection of instructional resources (books, handouts, videotapes, and equipment) which address a variety of topics ranging from public speaking anxiety to constructing effective visual aids. Consultants are available to videotape practice presentations and to provide feedback. The Center adheres strictly to the College's Honor Code: consultants will not compose any portion of a presentation for a student, nor will they do research for a student's presentations. Consultants also are prepared to offer advice on special types of oral communication activities such as speeches, group presentations, debates, or interviews.

INFORMATION TECHNOLOGIES

Mary Washington College is committed to providing high-quality computer, network, and communications services for students, faculty, and staff. The members of the Department of Information Technologies provide infrastructure, equipment, software, and support for campus- and world-wide communications, high-tech applications, and reliable and accessible campus systems. Students learn about these capacities through training that takes the form of classes, online tutorials, and one-on-one assistance.

Network and Internet Access. An increasing number of professors communicate with students electronically and use the campus network for instructional purposes. In fact, the College often relies on the network as the official means of notifying students of deadlines, policies, announcements, and events. The College expects students to connect to its network to enable this form of communication. The advanced campus-wide Ethernet network consists of a multi-gigabit backbone and switched/shared Ethernet connectivity to every building. Each residential room, lounge, and study room contains at least two active data ports, and dial-up capabilities are available for students living off-campus, although many students not living in residence halls prefer the higher-speed access available from commercial Internet service providers. However they access it, students know that use of the campus network indicates acceptance of the Network and Computing Use Policy, located at http://www.mwc.edu/technology/policies/compol.htm.

Residential Telephone and Long Distance Services. Each room in the College's residence halls features an active telephone line and individual voice mail boxes. Students must supply their own analog telephone set. Students have the option to sign up for MWC long-distance services with no connection fees, service fees, or disconnection fees. Voice Services bills students monthly for the cost of long distance calls and any late-payment charges incurred. A $100 credit limit is set for all student long-distance accounts.

Residential Cable TV. All residential rooms also feature one active cable television jack. Students must supply their own television, and the College encourages them to coordinate with roommates to avoid having multiple televisions in a room. The MWC cable channel lineup includes more than 40 television stations. Students must make arrangements directly with the local cable provider for access to premium and pay-per-view broadcasts.

Web Applications. Each student is provided limited server space for individual Web pages and file storage. Students must maintain their own server space.

Computer Access. MWC encourages students to bring their own computers to campus. The College publishes recommended configurations on its Web site. College staff provide additional details about connecting to the College network during the network orientation session (see Training, below).

Throughout the campus, the College maintains some 300 networked computers in academic computer labs and 40 more in multimedia-enhanced classrooms. Each lab has its own policies and procedures regarding access and

availability, and a few are open 24 hours each day and seven days each week when classes are in session. During hours posted in each lab, student aides provide on-site assistance to students. Printing in many of these labs requires using the EagleOne card and paying a modest fee.

Training. During orientation week, new students attend a one-hour introduction to using the campus computer network and e-mail. Information Technologies staff distribute usernames and passwords at these sessions. The staff also provide training in word processing and spreadsheets to help students acquire skills that will aid them in satisfying the College's Information and Technology Proficiency requirement (see below). The College offers many other technology workshops to students on a space-available basis. The schedule for this training is posted on the Information Technologies web site.

Assistance. The computing Help Desk provides assistance to both on-campus and off-campus students. Typically, the Help Desk is open more than 70 hours each week and provides advice on connecting computers to the campus network and on many other troubleshooting-related topics. Students can reach the Help Desk by phone (540-654-2255), by e-mail (help@mwc.edu) or by walk-in.

Information and Technology Proficiency. On April 7, 1999, the faculty adopted an Information and Technology Proficiency requirement for all incoming degree-seeking students. Four areas make up this requirement (word processing, spreadsheets, library and information literacy, and e-mail) and in turn each of those four areas comprise numerous specific learning objectives. The faculty created the requirement to establish a common set of foundational experiences with information and technology for students and to ensure that the students acquire these experiences early in their academic schedules. Students must complete the Information and Technology Proficiency requirement during their first semester-and-a-half in order to be allowed to register for their third semester of courses (second fall semester).

ACADEMIC ADVISING

Academic advising for Mary Washington College B.A./B.S. students is a faculty-based program, coordinated by the Office of Academic Services. Each freshman or transfer student is assigned a faculty advisor, whenever possible in one of his or her areas of academic interest. Throughout the student's first year at the College, this pre-major advisor assists the student both in short-term academic planning and course selection and also in long-term academic major and career planning. Once a student has accrued 28 or more credits (at the College and/or through approved transfer, Advanced Placement, International Baccalaureate, or dual enrollment credits), he or she may declare an academic major. When a student declares a major, the department chair and the student select a faculty member in that department to serve as the student's major advisor for the remainder of the student's College career. At the student's request, the Office of Academic Services will assist any B.A./B.S. student in changing his or her

pre-major or major advisor. Each department also designates one or more career advisors to assist its majors in developing their career plans.

In addition to each student's designated pre-major and major advisors, the Office of Academic Services offers a variety of advising services for all Mary Washington College students. International students and students participating in approved study abroad programs are mentored by the Director of the Office of International Academic Services. Students with documented disabilities are mentored by the Director of Disability Services. Students in academic jeopardy (i.e., those placed on academic probation and/or suspension) are counseled by the Associate Dean of Academic Services. The Assistant Dean of Academic Services, in consultation with the student's faculty advisors, mentors students of color. B.A./B.S. students seeking transfer credit approval after matriculation and transfer credit for re-evaluation must submit appropriate paperwork to the Office of the Registrar. Additionally, any student can schedule a general advising session with one of the academic advisors offering advising information and assistance through the Office of Academic Services.

TUTORING

The Office of Academic Services offers free tutorial services to degree seeking Mary Washington College students in need of academic assistance. Tutorial sessions are offered twice a week. Tutors are available in a variety of subjects, although tutors are not available for every course offered at Mary Washington College. Students are encouraged to seek help early in the semester if they feel that they will have difficulty in a course. Students who need assistance should contact the Assistant Dean of Academic Services.

SPECIALIZED ADVISORS

Accounting. While Mary Washington does not offer an accounting major, students interested in accounting may concentrate their study in this area through electives. The accounting advisor helps students select courses that meet their individual needs and interests, as well as develop the communication and critical reasoning skills necessary in today's accounting profession. Courses offered at Mary Washington provide students with an opportunity to prepare for the uniform examinations required to obtain the designation of certified public accountant (CPA), certified management accountant (CMA), and certified internal auditor (CIA).

Health Sciences. The health sciences constitute a variety of professions providing health care. The basic liberal arts and science courses offered at Mary Washington prepare students for entering nursing, physical therapy, dental hygiene, medical technology, occupational therapy, ophthalmic technology, optometry, physician assistant, and pharmacy programs. During their first year students must give careful attention to the admission requirements of professional schools. An allied health advisor is available in the Office of Academic

Services to help students select courses that meet these requirements, and prepare for the relevant admission examination. Admission to professional institutions is, of course, very competitive, and depends on academic performance and scores on qualifying examinations.

Medical. Pre-medicine, Pre-dentistry and Pre-veterinary medicine are not majors, but, rather, career paths. Students in pursuit of one of these clinical careers may major in any of the major programs at the College. Although most of the pre-medical, pre-dental, and pre-veterinary students at the College major in one of the sciences, students can easily major in one of the humanities or social sciences and complete their premedical courses as electives.

The College's Pre-medical/Pre-dental Advisor provides academic guidance for the pre-clinical curriculum of the pre-medical and pre-dental students, and students thinking about pursuing one of these careers should contact the Pre-medical Advisor for an advising appointment. The Advisor also heads the College's Pre-medical Advisory Board, a committee charged with the preparation of an institutional recommendation for each student to be sent to the medical and dental schools.

The College's Pre-veterinary Medicine Advisor provides academic guidance for those interested in veterinary medicine. Students interested in a career in veterinary medicine should contact the Pre-vet Advisor for an advising appointment.

Law. The pre-law advising system provides guidelines for students interested in entering law school. There is no prescribed "pre-law curriculum," and students considering a legal career may focus their studies in any academic major. Students, however, are encouraged to enroll in courses which develop written and oral communication as well as critical reasoning. The pre-law advisor helps students to select courses that meet their individual needs, foster skills necessary to the legal profession, and prepare for the Law School Admissions Test (LSAT).

Teacher Education. The Teacher Education Program at Mary Washington is approved by the Virginia State Department of Education and the National Association of State Directors of Teacher Education and Certification. Students who complete an approved program qualify for licensure/certification in all the states with which Virginia has reciprocity agreements. Students major in an academic discipline and take professional education courses as electives. They have advisors both in their major discipline and in the College's Department of Education. (See information provided on page 91.)

CAREER SERVICES

The Office of Career Services assists students and alumni in assessing their skills, interests, and values; exploring and testing occupational areas; and implementing their career goals. Career Services offers programs for freshmen, sophomores, juniors, seniors, graduate students, and alumni. These services can help students decide their majors and career direction. Students can also assess

their strengths and learn how to research occupational areas through workshops, individual career counseling, and a computerized career guidance system.

The office maintains a Career Resource Center that contains over 700 books and magazines about a variety of occupational areas as well as directories of organizations. Career Search, a computer database of more than 1,000,000 employers nationwide, is available for students and alumni to use in their job searches. The Resource Center also houses information on graduate and professional school programs, including law and medicine, as well as internship listings and full-time, part-time, and summer job vacancies. Listings for internships and full-time positions are also available on-line. Informational interview binders and computer database list alumni and others who are willing to discuss their career fields. Employer Fair, held each year, provides an opportunity for representatives from businesses, government agencies, and non-profit organizations to explain their career opportunities. A similar program, the Education Job Fair, brings school systems to campus each spring. Careers and Majors Day, also held each year, brings MWC alumni to the campus to discuss their career fields.

Workshops on resume writing and interviewing skills, as well as videotaped mock interviews, help students with their job search. Through the on-campus recruiting program, graduating students have the opportunity to interview with organizations hiring for full-time positions. The office also maintains credential files for seniors and alumni. A resume referral service is available for seniors and alumni. Resumes are available to employers through a web-based system.

DISABILITY SERVICES

The Office of Disability Services coordinates reasonable accommodations for qualified students with documented disabilities, advocates for an accessible learning environment, and promotes self-determination on the part of the students they serve.

In order to ensure equal access to programs and services, students must contact the Office of Disability Services and provide appropriate professional documentation of a disability. The office maintains the confidentiality of all disability documentation. Disabling conditions may include (but are not limited to) chronic health impairments, visual impairments, hearing impairments, mobility impairments, psychiatric conditions, learning disabilities, and attention deficit disorder.

Accommodations are determined on a case-by-case basis. Some of the more common accommodations are extended test time, note taking assistance, distraction-reduced testing site, taped books, sign language interpreters, air conditioned dormitory rooms, and electronic screen readers.

COMPUTER ACCESS CENTER FOR THE VISUALLY IMPAIRED

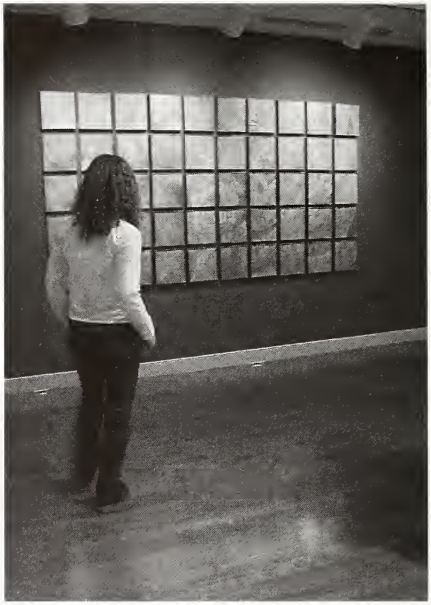
This center is a resource for students, faculty, and staff who have visual impairments. Located in Monroe 208, the center has available the following assistive technology: CCTV, JAWS screen reader, a Hewlett Packard scanner with OPENBook, and Zoom Text Xtra. Contact the Office of Disability Services for more information.

CENTER FOR HISTORIC PRESERVATION

Established in 1979 through a Commonwealth of Virginia Grant for Excellence, the Center for Historic Preservation has a dual mission, to support the historic preservation program and to encourage preservation activities from local to international scales through public outreach programs. The Center enhances students' opportunities for employment, research, internships, and public involvement in preservation by sponsoring lectures, workshops, and conferences and by conducting research and service projects in the Fredericksburg region. Preservation organizations, government agencies, and citizens are the beneficiaries of the Center's second charge – the support of preservation activities through public programs and cultural resource management services. Since 1989 the Center annually awards the nationally competitive Historic Preservation Book Prize to the book that a professional jury deems to have made the most significant contribution to the intellectual vitality of historic preservation in America. Through its web site the Center hosts the Virginia Local Preservation Reference Collection, a database of local government ordinances and comprehensive planning elements for protecting historic resources.

LEIDECKER CENTER FOR ASIAN STUDIES

The Leidecker Center for Asian Studies supports interdisciplinary study of Asia, drawing on the expertise of faculty from across the campus. The Center sponsors an annual lecture series, seminars, and conferences. In coordination with the resources of the College Office of International Academic Services, the Center also promotes academic and cultural exchange as well as awareness of Asia and its place in the world. In addition to promoting the academic study of Asia, the Center for Asian Studies sponsors public workshops allowing direct familiarity with various aspects of Asian cultures. The Leidecker Center for Asian Studies was established by the College's Board of Visitors in 1998 in honor of Professor Emeritus Kurt Leidecker (1902 - 1991), a professor of philosophy at Mary Washington College from 1948 until his retirement in 1973 and a specialist in Buddhism, who first developed a program in Asian Studies at Mary Washington College.



COLLEGE GALLERIES

The Ridderhof Martin Gallery is a high-quality art museum facility. It displays traveling exhibitions from museums around the country, bringing to the College the art of the past and present from many cultures. Other exhibitions draw from the permanent collection for themes such as "The Artist Looks at Sister Artists" and "Art and 20th-Century War." The duPont Gallery features painting, drawing, sculpture, photography, ceramics, and textiles by art faculty and students as well as other contemporary artists.

The Galleries' permanent collection of some 5,000 artworks is strongest in mid-twentieth-century art and Asian art. The Galleries also house much of the life's work, as well as the personal papers, of New York surrealist Margaret Sutton and Los Angeles figurative expressionist Phyllis Ridderhof Martin.

Professors in art history and other fields often assign class projects and research in the Galleries. Students study the works on view and in storage, and delve into the computerized records and paper files. Students also participate in cataloguing the collection and organizing and installing exhibitions.

ACADEMIC PROGRAMS

BACHELOR OF ARTS, BACHELOR OF SCIENCE

Requirements for these degrees are divided into three basic categories: General Education courses, the major program, and elective courses. The General Education requirements are defined by eight goals, each representing a primary objective of liberal learning, and by five Across-the-Curriculum requirements, each enabling students to develop an essential skill or awareness. The major program allows a student to investigate one discipline (or several in an interdisciplinary or special major) in depth. Although students must major in an academic discipline, they may also work toward a specific career or professional goal. Both major programs and career opportunities are outlined in the following sections.

Together, the General Education requirements and the major program account for approximately one-half to two-thirds of the total course of study. Although students decide individually how best to fulfill the rest of their undergraduate curriculum, the College encourages a rich and diverse total program. Options open to the student include individual study, student-designed special majors, pass/fail courses, and double majors.

Making decisions is a part of one's education at Mary Washington. While faculty members help students select courses and major programs of study, the final decisions are the student's own. Students are responsible for assuring that they fulfill all degree requirements.

B.A./B.S. DEGREE REQUIREMENTS

The choice of major program determines which degree one receives. **The Bachelor of Arts** degree is for majors in American Studies, Art History, Studio Art, Classics: Classical Archaeology, Classics: Classical Civilization, Classics: Latin, English, French, Geography, German, Historic Preservation, History, International Affairs, Music, Philosophy, Philosophy: Pre-Law Concentration, Political Science, Religion, Sociology, Sociology: Anthropology Concentration, Spanish, and Theatre. **The Bachelor of Science** degree is for majors in Biology, Business Administration, Chemistry, Computer Science, Economics (changed from B.A. to B.S. beginning with the Class of 2004), Environmental Science and Geology (both the Natural and Social Environmental Science Concentrations),

Environmental Science and Geology (Geology Concentration), Mathematics, Physics, and Psychology.

Both the B.A. and B.S. degrees require 122 credits for completion. Both degrees also require an overall cumulative grade-point average of at least 2.00 (equivalent to a "C" average) on Mary Washington coursework, as well as a cumulative grade-point average of at least 2.00 in each major program on Mary Washington coursework. To be considered a degree candidate, a student must earn at least thirty academic credits at Mary Washington College, including at least half the credits required for the major program, unless more are required by the major department. Students must also earn at least fifteen of the last twenty-one credits of their degree programs at Mary Washington. ***All B.A./B.S. degree-seeking students must demonstrate proficiency with information technology prior to graduation.***

GENERAL EDUCATION REQUIREMENTS FOR B.A./B.S. DEGREES

The General Education curriculum represents the College faculty's intellectual consensus on that broad course of study that constitutes the foundation of a solid liberal arts education. Organized into eight goal areas and five Across-the-Curriculum areas, General Education requirements may be completed by Mary Washington College coursework, by approved equivalent transfer coursework, or by equivalent Advanced Placement (AP) or International Baccalaureate (IB) credit as defined by the most current AP-IB Policy. No General Education coursework, except Goal 8, may be completed on a Pass/Fail basis. Any modifications in course offerings appear in the Official Schedule of Courses. ***To fulfill General Education requirements, a course must be designated as a General Education course for the semester in which it is offered.***

GOAL 1. The ability to write logically, clearly, and precisely; the ability to acquire, organize, present, and document ideas and information (3 credits). English 101. Exemption: Scores of at least 670 on both the SAT I Verbal and the SAT II subject test in Writing.

GOAL 2. An understanding of mathematical thought and the ability to conceptualize and apply mathematical logic to problem solving (6 credits, 3 of which must be a mathematics course). Computer Science 110, 125, 220, 230; Mathematics 110, 115, 121, 122, 125, 200; Music Theory 181; Philosophy 151.

GOAL 3. An appreciation of major contributions of science to an understanding of the natural world and to the possible solution of contemporary problems; the application of laboratory science methods to the acquisition of knowledge through a two-semester vertically-building sequence of laboratory courses in the same discipline (8 credits). Biology 121–122; Chemistry 105–106, 111–112; Geography 210-211, Geology 111–112; Physics 101–102, 105–106.

GOAL 4. An understanding of human culture as expressed in artistic achievements and as revealed in literature (6 credits with one course in the arts and one in literature). Arts: Art Studio 101, 102; Art History 114, 115; Classics 110; English 245; Interdisciplinary 204; Music History and Literature 151, 152; Theatre 111. Literature: Classics 110; English 205, 206; Modern Foreign Languages 201; Theatre 211, 212.

GOAL 5. An understanding of the intellectual foundations and development of Western civilization (6 credits). Classics 101, CPRD 101, 102, 103; Geography 205; Historic Preservation 101; History 121, 122, 131, 132; Mathematics 207; Philosophy 102, 201, 202; Religion 103, 205, 206.

GOAL 6. An understanding of the forces shaping human behavior, social structures, institutions, and spatial relationships (6 credits). Anthropology 101, 102; Business Administration 105; Economics 201, 202; Geography 201; Linguistics 101; Philosophy 100; Political Science 101, 102; Psychology 100; Religion 102; Sociology 100, 200.

GOAL 7. Intermediate-level (202) competence in a foreign language (0–12 credits). A MWC student may begin at any level of language for which they are prepared, but must then successfully complete the remaining sequence of courses through the 202 (intermediate) level. Any skipping of courses in the sequence, or substitution of a course at the 300 level or above in place of 202, requires permission of the instructor and also of the chair of the MWC department which offers the course in question. No course may be skipped or taken pass/fail.

Exemptions: (1) By test scores: 620 or higher on an SAT II foreign language subject test or passing the MWC competency test, or (2) A score of 4 or higher on French Language, German Language, Latin Literature or Latin: Virgil or Spanish Language Advanced Placement Examination or a score of 5 on the Spanish Literature 2003-2004 Advanced Placement Examination; (3) A score of 5 or higher on the French, German, Italian, Russian or Spanish I.B. Exam; (4) Successful completion of an advanced-level (300-400) foreign language course, or (5) Submitting pertinent documents which verify that the student has been educated through high school in a language other than English or has lived extensively in and become fluent in the language of a non-English-speaking country; demonstrating intermediate college-level (202) competency, and successfully completing Writing Workshop (ENGL 101) or obtaining an exemption therefrom.

GOAL 8. Physical fitness through physical activity (2 courses, 2 credit minimum). Satisfied by 2 courses of currently offered MWC PHYD and DANC coursework (not Dance 225, 226).

ACROSS-THE-CURRICULUM REQUIREMENTS

In addition to the goal areas and courses specified above, the College faculty endorses multi-disciplinary curricular emphases as part of the General Education

program. These emphases may be fulfilled by General Education courses, electives, or courses in the major: such courses are designated each semester in the Official Schedule of Courses as meeting Across-the-Curriculum criteria. The same course may satisfy multiple requirements.

Environmental Awareness. One course examining human activity and the biosphere.

Global Awareness. Two courses promoting an understanding of other places, cultures, and societies.

Race/Gender Intensive. One course examining issues of race and/or gender.

Speaking Intensive. Two courses in which oral assignments are a significant portion of the student's graded work.

Writing Intensive. Four courses beyond ENGL 101 (the Goal 1 requirement). Students who are exempt from the Goal 1 requirement by virtue of SAT scores must complete five writing intensive courses.

MAJOR PROGRAM

A major program within a single discipline requires at least thirty, but no more than forty, credits. Students must take at least one-half of the major program at Mary Washington, earning a grade-point average of 2.00 in the courses. In addition to majors in the traditional arts and sciences disciplines, the College offers special major programs. Many students complete two major programs to satisfy diverse personal interests. Requirements for the major programs appear in the department entries of this Catalogue.

A student and faculty advisor may also design a special major program by selecting, from two or more departments, courses that define a coherent field of concentration. Examples of recently-approved Special Majors include programs in Biochemistry, Creative Non-Fictional Writing, Italian Studies, Linguistics, Medieval Studies, Public Affairs Journalism, Rhetoric and Communication, and Women's Studies. Any student interested in developing a special major program must apply to the Curriculum Committee prior to completing 15 credits in the proposed special major program. The approval of the Committee is required before a special major program can be undertaken.

ELECTIVES

Elective courses are those that are not needed to fulfill a General Education requirement or Major Program requirement but are chosen by the student to complete the 122 credits required for graduation with a B.A./B.S. degree or 120 credits for the B.L.S. degree. These courses may be taken graded or pass/fail (or S/U in the case of physical education and 100-level dance). No student in a regular B.A./B.S. program may count more than 55 credits in a single discipline toward the 122 credits required for graduation.

INFORMATION AND TECHNOLOGY PROFICIENCY REQUIREMENT

Proficiency with information technology includes e-mail, word processing, library and information literacy, and spreadsheets. Completion of this requirement will be noted on the student's transcript. This requirement does not involve additional credit-hour expectations and is accomplished through new student orientation, existing coursework, and online tutorials. The Center for Instructional Technology and staff of the Simpson Library are responsible for the administration and oversight of this requirement.

BACHELOR OF LIBERAL STUDIES (B.L.S.) DEGREE REQUIREMENTS

The Bachelor of Liberal Studies (B.L.S.) degree is designed for adults, six or more years out of high school, who want to major in a traditional arts and sciences discipline. Unlike a traditional baccalaureate degree, the B.L.S. offers greater flexibility in the timetable leading to graduation because it does not require full-time study, extended residence at the College, physical education, or foreign language requirements (unless you major in a foreign language). A maximum of 90 semester hours of transfer credit may be used to fulfill the requirements for the B.L.S. degree. The B.L.S. degree program offers more than 30 majors in the liberal arts and sciences, including options to double major or create a self-designed/interdisciplinary major.

The B.L.S. degree requires a minimum of 120 semester hours, distributed in three categories: general education, electives and major. Students must also satisfy the English composition competence, writing intensive, classroom experience, residential credit, and information and technology proficiency requirements listed below. A grade-point average of 2.00 on all Mary Washington College work is also required. Students who have registered for classes in the B.A./B.S. program at MWC within the past calendar year and who have completed more than 30 credits at the College are not eligible to enroll in the B.L.S. program.

Students are encouraged to complete Liberal Studies 100, *Orientation.* Others may wish to enroll in Liberal Studies 101, *Portfolio Development,* for assistance in developing portfolios that document learning gained through life and work for possible conversion to academic credit.

General Education Requirements. The requirements for general education credits in each area of study are as follows:

Natural Sciences and Mathematics. (10 credits) At least 4 credit hours of a lab science and at least 3 credit hours of math are required. The remaining 3 hours may be math, science, or mathematical applications (such as computer science, music theory, or logic.)

Literature. (3 credits) One course focusing on the close reading and interpretation of literary works written either in English or a foreign language is required.

Humanities. (3 credits in an area other than literature) One course from a discipline such as art, art history, theatre, film studies, music (other than music theory), classics, foreign language, philosophy (excluding logic), or religion is required.

Social Sciences. (3 credits) One course (other than research methods) in anthropology, economics, geography, linguistics, political science, psychology, or sociology is required.

Western Civilization. (3 credits) One course examining the intellectual foundations, developments, and consequences of western civilizations, such as western philosophy, European or American history, or western religion.

Competence in English Composition. Each student must demonstrate competence in English composition. This may be accomplished by taking English 101, Writing Workshop, completing a comparable writing course, or through MWC Department of English, Linguistics, and Speech certification.

Across-the-Curriculum Requirements. These may be met by general education courses, elective, or major courses.

Cultural Difference. (3 credits) One course exploring matters of significant cultural difference, either within a single culture or between contrasting cultures is required. Any MWC course labeled global awareness (GA) or race and gender intensive (RA) will satisfy this requirement.

Speaking Intensive. (3 credits) One course designated as speaking intensive (SI) will satisfy this requirement.

Writing Intensive. (6 credits) Two courses designated as writing intensive (WI) are required beyond the English competency requirement.

Major. A student may select from many liberal arts majors offered by the College or create an approved, coherent interdisciplinary concentration from the offerings of several departments. Students must earn a grade point average (GPA) of at least a 2.0 in the major/concentration area.

Electives. Fifty-one credits may be taken in electives.

Information and Technology Proficiency. All B.L.S. degree-seeking students must demonstrate proficiency with information technology. See page 49.

MASTER OF ARTS IN LIBERAL STUDIES (M.A.L.S.) DEGREE

The Master of Arts in Liberal Studies program is a generalist rather than a professional program, with courses designed around central texts, ideas, movements, and problems in Western civilization. As of June 1, 2001, no new students are being admitted to the Master of Arts in Liberal Studies program. While the college will offer courses to enable previously admitted M.A.L.S. students to complete their degree programs, no new students will be accepted.

SECOND DEGREE OR POST-BACCALAUREATE MAJOR

A student who has earned a bachelor's degree from Mary Washington College and wishes to pursue further undergraduate work may either complete a post-baccalaureate major and have it noted on the permanent record (with the date of completion) or earn a second degree if it is different from the first degree (for example, a subsequent B.A. or B.L.S. if the first degree was a B.S.). For the second degree a student must apply for admission to the new degree program through the Office of Admissions and then earn at least thirty additional credits at Mary Washington, including the major program and the General Education requirements of the applicable catalogue at the time of matriculation in the second degree. For an additional major, a student must complete only the major requirements listed in the Catalogue at the time of major declaration if the student has not discontinued enrollment at MWC for more than three semesters. A B.A./B.S. student returning after an absence of more than three semesters will be required to complete the major program requirements listed in the Catalogue in effect at the time of re-enrollment. A B.A./B.S. student wishing to pursue a post-baccalureate major must apply in the Office of the Registrar. A B.L.S. student must apply in the B.L.S. Office.

A student who has earned a bachelor's degree at another institution must enter Mary Washington as a transfer student and then complete the major program and General Education requirements of the second degree as defined in the current Catalogue.

SUMMER SESSION

The College's Summer Session offers numerous opportunities to enrich and accelerate a student's academic program. Additional Summer Session offerings include internships, study abroad courses, and courses that satisfy state teacher certification requirements.

STUDENT OUTCOMES ASSESSMENT

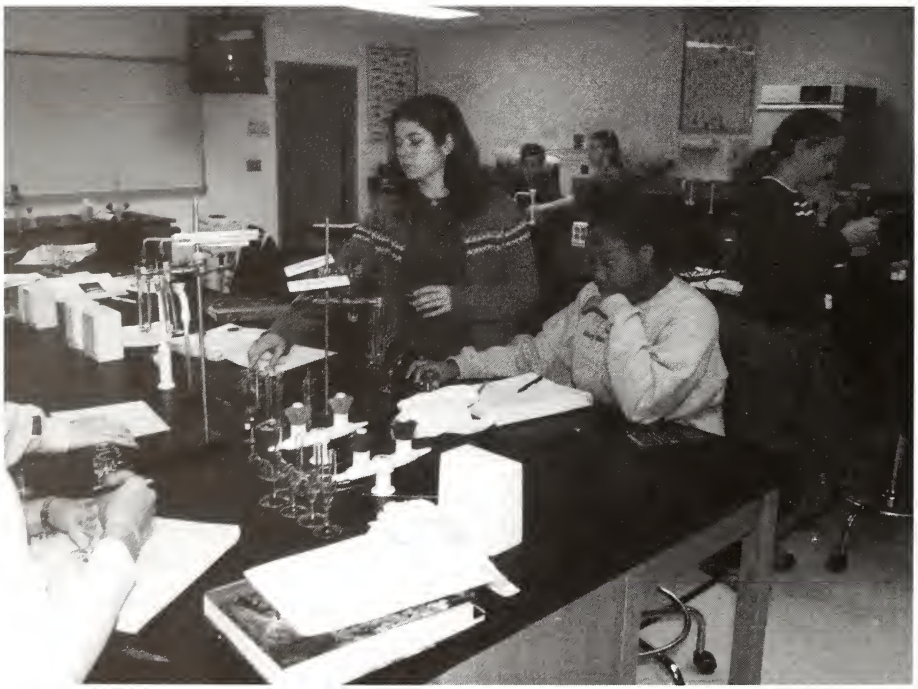
Mary Washington College has adopted a comprehensive plan for evaluating the impact of its programs and services on its students. Developed in response to guidelines set forth by the State Council of Higher Education for Virginia and the Southern Association of Colleges and Schools, the assessment program examines the extent to which the College is meeting its intended goals for its students.

Assessment results are used to evaluate programs, not individual students. Although the data collected are maintained in the College's computer database, they are not included on official transcripts, nor are the aggregated data used for any purpose other than comparative analysis. The long-range goals of outcomes assessment are to identify the College's shortcomings and build upon its strengths. Only by examining closely the effects of what it does can the College become a stronger and continuously improving institution.

The College's commitment to assessing its effectiveness necessitates the participation of students, who are required to be involved directly in the evaluation of the General Education curriculum. Graduating seniors may also be required by their major departments to participate in assessing the effectiveness of major programs. Students who choose not to participate in assessment activities may have sanctions placed against them.

ACADEMIC POLICIES AND PROCEDURES

A *Dictionary of Academic Regulations,* published annually by the Office of Academic Services, states the B.A./B.S./B.L.S. academic policies and procedures of the College. The *Student Handbook*, issued by the Office of Student Affairs, covers non-academic policies. These documents, as well as the *College Catalogue*, are for the convenience of students, faculty, and staff, but none should be interpreted as an irrevocable contract. Each student is responsible for familiarizing him/herself with and noting changes in policy or procedures affecting his or her program and adjusting the program accordingly. Final responsibility for enrolling in appropriate courses in the right sequence and for meeting all degree requirements rests with the student.



GRADING

Academic performance in any course is rated according to the following system:

A	4.00 quality points — Excellent
A-	3.70 quality points
B+	3.30 quality points
B	3.00 quality points — Commendable
B-	2.70 quality points
C+	2.30 quality points
C	2.00 quality points — Acceptable
C-	1.70 quality points
D+	1.30 quality points
D	1.00 quality points — Marginal
F	0.00 quality points — Failure

The following grades carry 0.00 quality points:

PA	Pass in a Pass/Fail Class
FA	Failure in a Pass/Fail Class
SA	Satisfactory
UN	Unsatisfactory
W	Course Withdrawal
I	Incomplete
G	Delayed Grade
CI	Test Incomplete (Test Failed For Credit-by-Examination)
CR	Credit-by-Examination
TR	Transfer Credit
NG	Audit
NC	No Credit
ZC	Zero Credit

Grade-Point Average. Grade-point averages are computed only on courses taken at Mary Washington College. Each grade, "A" through "D" carries a numeric *quality-point* value which, when multiplied by the number of course credits, produces the number of quality points for the course. The overall cumulative grade-point average (GPA) is the product of the total number of quality points divided by the total number of completed MWC graded credits. For example, a three-credit course with a grade of "A" provides 12 quality points (3 credits times 4.0 quality points = 12 quality points); a four-credit course with a grade of "A-" would yield 14.8 quality points (4 credits times 3.7 quality points = 14.8 quality points). A student who completed 15 graded credits with a total of 45 quality points would have a grade-point average of 3.0. Transfer credits (including AP, IB, and CLEP), credit-by-examination, physical education or 100-level dance credits, or courses taken for a pass/fail grade for which a pass grade (PA) was earned are not included in the computation of the grade-point average (GPA). However, a failing grade (FA) received in a course taken for a pass/fail grade will be included **in this calculation.**

Mid-Semester Grade Report. In the middle of each semester, students are notified by the Office of the Registrar if their performance in a course is unsatisfactory. Although the report is neither entered on a student's permanent record nor sent to parents or guardians, mid-semester unsatisfactory reports are sent to the Office of Academic Services (B.L.S. Office) and to each B.A./B.S./B.L.S. advisor. Because a "U" is a warning that significant improvement is needed, the student should consult instructors, advisors, and the Office of Academic Services for assistance.

Final Grade Report. Final grade reports are made available to students at the end of each semester. According to the Family Educational Rights and Privacy Act of 1974 as amended, a federal law, a student's educational record may not be disclosed to anyone outside the College, **including** parents, without the student's written permission.

CLASS STANDING AND ACADEMIC PROGRESS

If a B.A./B.S. student intends to graduate in eight semesters, normal progress toward a degree is a minimum of 28 credits completed for the first two semesters and 15 to 18 credits completed during each of the remaining six semesters for a total of 122 credits. Under this definition of normal progress, students are classified as follows:

Freshmen	1 to 29 credits
Sophomores	30 to 59 credits
Juniors	60 to 89 credits
Seniors	90 or more credits

Students who wish to accelerate their progress and graduate in fewer than eight semesters must consistently take 17 or 18 credits each semester and attend summer sessions. In this way, a student can graduate in three calendar years. A student may drop below a 12-credit course load without permission. However, a residential student may not live in a College residence hall while carrying fewer than 12 credits unless special permission has been obtained from the Office of Academic Services. Students receiving financial aid should consult the Office of Admissions and Financial Aid before dropping below a normal course load.

CONTINUING AT THE COLLEGE

Each spirng, all degree-seeking students pay a declaration to continue fee and tuition deposit in order to participate in Fall Advance Registration. The fee and deposit must be paid in the Office of Student Accounts before they will be permitted to register. Registration must be cancelled prior to the first day of class. Non-attendance does not cancel registration and may result in failing grades and financial obligations to the college. Continuing students not attending the fall semester but returning to study in the spring semester will be required to pay the fee and deposit prior to registration.

WITHDRAWING FROM THE COLLEGE

A student who wishes to withdraw from the College during a semester must complete the appropriate forms in the Office of the Registrar and obtain clearances from several administrative offices. Ceasing to attend classes does not constitute a withdrawal and may result in failing grades.

PROBATION, SUSPENSION, AND DISMISSAL, ACADEMIC.

All Mary Washington College students are expected to make satisfactory academic progress by maintaining a 2.00 overall cumulative MWC GPA, the standard required for graduation. Students who fall below a 2.00 overall cumulative MWC GPA are in academic jeopardy and are subject to the College's probation, suspension, and dismissal policy.

The purpose of probation, suspension and dismissal is to warn students that they are not doing satisfactory work, to stimulate them to improve their performance, or, finally, to serve notice that the institution does not choose to allow them to continue because there is little or no likelihood of their finishing successfully.

For both full-time and part-time students, evaluation of academic standing is based on the total number of graded credits attempted (including AP credit, IB credit, CLEP credit, and transfer credits) and the MWC overall cumulative grade-point average (GPA). (Grades of PA, SA, UN, and W are not considered in calculating the MWC GPA.) In determining academic standing, the number of graded credits will include all accepted AP, IB, CLEP, and transfer credits as well as MWC credits; the B.A./B.S. student's GPA, however, will be calculated on MWC credits only and the B.L.S. student's will be based on MWC resident credits only.

Probation: A student is placed on probation whenever the student's overall cumulative MWC GPA falls below 2.00.

Full-time students will be reviewed, and probation actions will be taken at the conclusion of each fall and spring semester.

Part-time students will be reviewed and probation actions will be taken at the conclusion of each spring semester.

Previously part-time students who subsequently enroll as full-time students will be reviewed at the conclusion of each semester of full-time coursework and probation actions will be taken at that time.

Any student placed on probation may continue enrollment at the College until the conclusion of the next spring semester. (See Suspension/Dismissal below.) Students on probation who achieve an overall cumulative MWC GPA of 2.00 or higher will be removed from probation. Any student previously on probation whose overall cumulative MWC GPA falls again below a 2.00 will be returned to probation.

As appropriate, a notation of the student's probation status is entered on the student's permanent record. **A student placed on academic probation is**

required to consult with his/her faculty advisor and the Associate Dean of Academic Services no later than the first week of the ensuing semester.

Suspension/Dismissal: Students who do not make satisfactory progress while on probation will be suspended/dismissed. No student can be suspended after only one semester at the College; a period of probation of at least one semester duration will always precede suspension/dismissal action.

As appropriate, a notation of the student's suspension/dismissal status is entered on the student's permanent record. A suspended student may not register for any classes at MWC (semester or summer) until his/her term of suspension expires. However, a student under first suspension may enroll in MWC's summer school after consultation with an advisor from Academic Services. A dismissed student is ineligible to obtain a degree from MWC or to continue enrollment in courses offered by the College.

The academic records of all students on probation are subject to review for academic suspension/dismissal at the conclusion of each spring semester. All students on probation during the spring semester (or during the preceding fall semester and summer terms, if not enrolled during the spring semester) must have met the appropriate minimum overall cumulative MWC GPA, based upon their total graded credits (including AP, IB, and transfer credits as well as all MWC credits).

Number of Credits	Minimum Overall Cumulative GPA
12-30	1.25
31-60	1.50
61-90	1.75
91-122+	2.00

All students on probation who have not achieved the requisite minimum overall cumulative GPA at the conclusion of each spring semester will be suspended/dismissed, according to the terms below:

FIRST SUSPENSION—One-semester suspension. Appeals are reviewed by the Committee on Academic Standing. The student will be ineligible to attend the subsequent fall semester, but he/she would be eligible to return for the following spring semester. However, a suspended student would be eligible to attend MWC's summer school after consultation with an advisor from Academic Services. If a suspended student's GPA meets the Minimum Overall Cumulative at the end of the summer session, that student will be automatically reinstated (See Reinstatement after Suspension below.)

SECOND SUSPENSION—Two-semesters suspension. Appeals are reviewed by the Committee on Academic Standing. The student will be ineligible to attend the subsequent summer session, fall semester and spring semester; but he/she would be eligible to return for the following summer term and/or fall semester. (See Reinstatement after Suspension below.)

DISMISSAL—Permanent suspension. No appeal to the Committee on Academic Standing is possible. A dismissed student is ineligible to obtain a

degree from MWC or to continue enrollment in courses offered by the College.

Any student placed on suspension may appeal his/her suspension to the Committee on Academic Standing. The Committee on Academic Standing, a panel comprised of faculty and administrators, is appointed by the Dean of the Faculty. This committee considers suspension appeals by students and can modify a suspension term when such is deemed appropriate. This committee also has the authority to establish and enforce reinstatement contracts for students returning after the completion of suspension periods.

NOTE: Courses taken at other institutions while a student is on suspension (academic, disciplinary, or honor) from MWC are not accepted by MWC for transfer credit and will not fulfill any degree requirement. Prior permission for future transfer coursework is automatically revoked when a student is suspended/dismissed.

Reinstatement after Suspension. A first-time suspended student will be automatically reinstated if the overall cumulative GPA meets the stated minimum after attending MWC's summer school. A first-time or second-time suspended student who wishes to re-enroll must indicate to the Committee on Academic Standing, in writing, that he/she intends to return to the College at the conclusion of his/her suspension period. Guidelines for petitioning the Committee are available in the Office of Academic Services. The student's reinstatement petition must be **received** in the Office of Academic Services by **February 15** to be considered for fall semester (or summer session) re-enrollment or by **September 15** to be considered for spring semester re-enrollment. The Committee on Academic Standing will then extend a reinstatement contract to the student, who, on formally accepting the contract, will be **assured continuance** and permission to enroll in courses at MWC **during the semester immediately following the conclusion of the suspension period.** A student returning from suspension after the end of the spring semester is eligible to take courses during the subsequent summer. (See also READMISSION/REINSTATEMENT.)

READMISSION/REINSTATEMENT

Any MWC B.A./B.S. or B.L.S. degree-seeking student in good academic standing who remains enrolled each semester, without interruption, is considered a continuing student. The student maintains this status by completing Advance Registration each semester through the Office of the Registrar. B.L.S. students who discontinue attendance for five consecutive years are no longer considered to be in a degree program at the College. Students with cumulative MWC GPA's of **at least 2.0** who interrupt their enrollment for no more than three consecutive semesters are still considered degree-seeking students.

Readmission. B.A. or B.S. students who discontinue attendance for more than three consecutive semesters (including a semester in which the student withdrew from the College) are no longer considered to be in a degree program at the College. Students who wish to return to study must reapply for admis-

sion if their last cumulative GPA was a 2.0 or better and if they were not on an approved Leave of Absence for each of the non-attending semesters. B.A. or B.S. students who do not return to study within one semester after the conclusion of their approved Leave of Absence are also no longer considered to be in a degree program at the College. Students may reapply for admission through the Office of Admissions.

Students seeking such readmission must submit transcripts of any academic work completed while not in attendance at Mary Washington College for evaluation and consideration of transfer credit. Previously earned MWC credits will also be reviewed for possible application to the current curriculum. Further, students who are readmitted must follow the graduation requirements and major requirements of the *Catalogue* in force at the time of their readmission.

An undergraduate student who is seeking readmission to the College may choose to have all Mary Washington College coursework which is at least seven academic years old not counted in the calculation of the GPA by declaring Academic Bankruptcy. A student who chooses this option receives credit for courses in which a grade of at least "C" was earned; the grades for such courses, however, are not included in the computation of the GPA. The decision to declare Academic Bankruptcy must be made at the time of re-enrollment and can be claimed no more than once in a student's career at the College.

Students who have completed a B.A., B.S., or B.L.S. degree who are continuing their enrollment to complete a second **major** or to complete the requirements for teacher licensure do not need to reapply for admission. However, students who are resuming attendance after completing one degree to complete a second degree must seek admission to the second **degree** program through the Office of Admissions.

Reinstatement. Students who fall into any one of the following categories are not considered degree-seeking students and are not eligible to return to the College through the readmission process described above. Instead, they must be reinstated by the Committee on Academic Standing.

1. Students with an MWC cumulative grade-point average below 2.0 who voluntarily withdrew from the College during the previous semester.
2. Students on academic probation who voluntarily withdrew from the College during any previous semester.
3. Students on academic suspension.
4. Students who are returning from academic suspension.
5. Students with an MWC cumulative grade-point average below 2.0 who have voluntarily interrupted their enrollment for one or more semesters.
6. B.L.S. students previously on official Leave of Absence who have not enrolled during the semester immediately following the conclusion of the approved Leave period unless the B.L.S. student has an approved Curriculum Plan.

TRANSFER COURSES AFTER MATRICULATION

Students admitted to degree programs at Mary Washington may use courses taken at other colleges and universities to meet Mary Washington degree requirements by obtaining prior approval from the Office of the Registrar. All courses must be approved in advance for transfer credit. Courses to be counted in the major program must also be approved by the student's major advisor, who helps the student select coursework related to major requirements at Mary Washington. Pre-approved transfer credit will be applied to an MWC degree only if the Office of the Registrar receives an official transcript of that coursework by the College's final deadline.

STUDY ABROAD

The procedure for transferring credits earned on study abroad programs is the same as that for transferring credits earned at U.S. institutions, except that earlier planning is necessary. Usually, preparations begin a year or so in advance. Students in any major can make study abroad part of their Mary Washington experience. With the guidance of faculty advisors and the resources of the Office of International Academic Services, students investigate the broad range of available programs. Students may enroll in programs sponsored by American universities or apply directly to foreign institutions. Since some of the courses can fulfill requirements in the major program, the student's major advisor must be involved in planning study abroad as well.

ACADEMIC RECORDS

The College maintains an official academic record in the Office of the Registrar for each student. This record contains all completed coursework, grades, grade-point averages, and notes on the student's academic status. Access to academic records is allowed in accordance with the Family Educational Rights and Privacy Act as amended in 1974. Procedures for student access to the academic record are published annually in the *Student Handbook*.

COMMENCEMENT

Degrees are conferred and diplomas awarded at a ceremony at the conclusion of the spring semester each year to those students who completed all degree requirements that spring or during the previous summer session or fall semester. Students submit degree applications during the second semester of the junior year. Participation in Commencement exercises is limited to those official degree candidates who have completed all degree requirements.

RECOGNITION OF STUDENT ACHIEVEMENT

Student achievement is recognized by Mary Washington College in several ways. At the end of each semester, the College publishes The President's List and The Dean's List of Honor Students. Outstanding student achievement is

also acknowledged at Commencement with a variety of honors and awards, and other recognitions are presented at annual Convocation ceremonies. In addition, most academic departments sponsor College chapters of national honor societies which recognize student achievement in specific disciplines. These academic discipline honor societies and their criteria for election to membership are published annually in the *Student Handbook*.

THE PRESIDENT'S LIST

At the close of a semester's grading period, each degree-seeking student who has completed at least twelve credits of new coursework on which grade points can be computed and attained a grade-point average of 4.00 on that work earns a place on the President's List of Honor Students for the semester.

THE DEAN'S LIST

At the close of a semester's grading period, each degree-seeking student who has completed at least twelve credits of new coursework on which grade points can be computed and attained a grade-point average of 3.50 to 3.99 on that work earns a place on the Dean's List of Honor Students for the semester.

DEPARTMENTAL HONORS

Students may earn graduation honors in their major subjects. Each department establishes its own requirements for honors projects or theses. During the junior year, interested students should consult with the chair of the major department for details. Awards of departmental honors are announced at Commencement.

ACADEMIC DISTINCTION

The College recognizes the academic achievement of graduating bachelor's degree students who have earned at least sixty resident credits through the awards of Cum Laude (3.25-3.49 cumulative grade-point average), Magna Cum Laude (3.50-3.74 grade-point average), and Summa Cum Laude (3.75-4.00 grade-point average). The College recognizes the academic achievement of all graduating bachelor's degree students who have earned at least thirty but fewer than sixty resident credits through the awards of With Distinction (3.30-3.74 grade-point average) and With Highest Distinction (3.75-4.00 grade-point average). Students eligible for one set of awards are ineligible for the other set. These awards are based solely on the student's grade-point average at Mary Washington College, and the requisite hours include only those MWC credits for which grade points can be computed.

COLGATE W. DARDEN, JR. AWARD

Established in 1960, this award honors Colgate W. Darden, Jr., President of the University of Virginia from 1947 to 1959. It consists of a medal designed by

Gaetano Cecere, formerly of the Department of Art, and a cash award. It is presented to the senior having the highest Mary Washington College grade-point average. To be eligible, a student must have earned at least 94 MWC credits on which grade points can be computed.

PHI BETA KAPPA

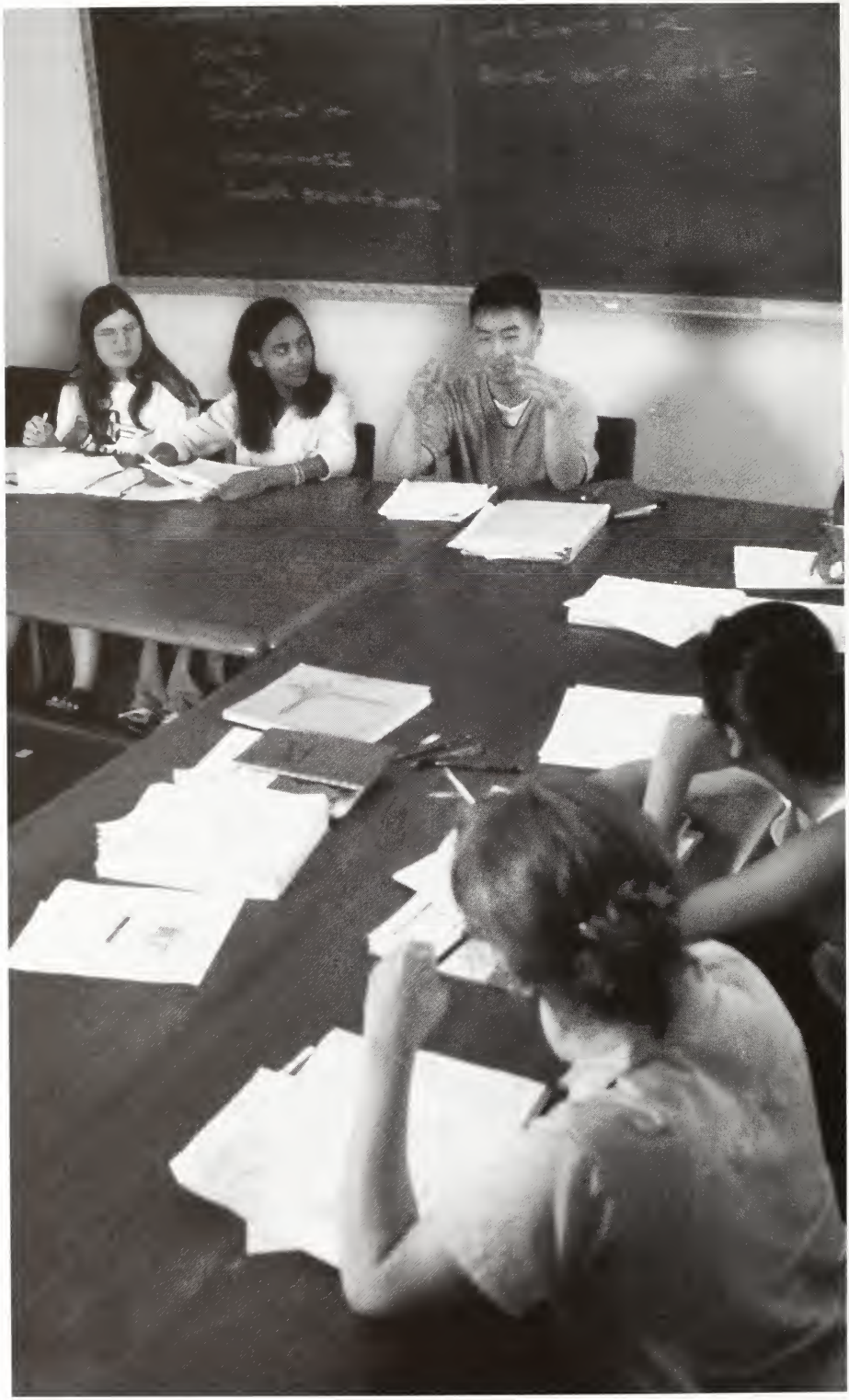
The oldest and most prestigious of national academic honor societies, Phi Beta Kappa recognizes the superior achievement of juniors and seniors in the pursuit of a liberal education. With only some 300 approved Phi Beta Kappa chapters nationwide, the installation of Mary Washington College's Kappa of Virginia chapter in 1971 attests to the quality of the College as well as of its students, who are elected to membership by the Phi Beta Kappa faculty members and alumni who constitute the present Kappa of Virginia chapter.

MORTAR BOARD

Mortar Board is the national senior honorary recognizing those students who combine outstanding records of scholarship, leadership, and service. Founded as a women's honorary in 1918, it has been open to both men and women since 1976.

WHO'S WHO AMONG STUDENTS IN AMERICAN COLLEGES AND UNIVERSITIES

Senior selection to Who's Who is based on scholarship, leadership, community activities, citizenship, and service to the College.



COURSES OF STUDY

UNDERGRADUATE PROGRAMS

Mary Washington College, through its twenty-two academic departments, offers twenty-eight undergraduate majors. Some departments also offer special concentrations within the major, such as Latin within the classics major and anthropology within the sociology major, and special majors are possible through application to the Curriculum Committee.

Courses numbered 100 through 199 are ordinarily elementary or introductory. Courses numbered 200 through 299 may assume prior study or competence in the subject, acquired in secondary school or in college. Courses numbered 300 through 498 assume either previous course work or special competence in the field. Courses numbered 499 are internships. Individual study courses offer learning opportunities in areas or subjects not covered by regular courses. Courses numbered 500 and above are for graduate students.

No course may be taken for credit which is a prerequisite for, or introductory to, a course already completed successfully. Current prerequisites are noted in the *Schedule of Courses* each semester. Students are responsible for checking their courses against the list before registering.

AMERICAN STUDIES

Department of History and American Studies

Arthur L. Tracy, *Program Director, Career Advisor*
William B. Crawley, Jr., *Career Advisor*

The American Studies Program allows students to choose one of three options in the exploration of American culture. All three options require majors to take eight core courses (24 credits) which range broadly from the colonial to the modern era with the aim of identifying major cultural traits and trends, exploring behavior and beliefs, and interpreting the meaning of the American experience. Beyond the core courses, students complete five courses (15 hours) in related academic disciplines:

Option 1, General Studies, allows majors to explore broad trends in American culture and society from an extensive list of humanities and social science courses.

Option 2, Human Rights, requires majors to complete a special seminar, AMST 333, and four additional courses from a list of courses related to social justice and human rights.

Option 3, Comparative Studies, allows majors to apply cultural insights gained in a deeper study of Latin America to a comparative assessment of the United States.

The American Studies major has a strong focus on critical reading and writing and is ideal preparation for graduate school, law school, or careers in teaching, journalism, communications, library science, public service, and business.

Requirements for the American Studies Major

Thirty-nine (39) credits: to include History 131 and 132; American Studies 300, 310, 311, 312, 313 and 450. Majors selecting **Option 1** must also take fifteen credits from the Option 1 list of related field courses; majors who select **Option 2** must take AMST 333 and 12 credits from the Option 2 list of related courses; majors who select **Option 3** must take History 361, 362, and nine credits from the Option 3 list of related courses. Under special circumstances HIST 131, 132 may be taken concurrently with the core courses with permission of the Director.

American Studies Course Offerings

300 – American Controversies (3)
Prerequisite: major status. Analysis of controversial historical issues from early America to the present, including examination of contemporary social and political controversies.

310 – America at Mid-Century: The Seventeenth Century (3)
Prerequisite: History 131. Examination of the English inheritance, Indian and white relations, early colonial life and labor, origins of slavery, and Puritanism.

311 – America at Mid-Century: The Eighteenth Century (3)
Prerequisite: History 131. The Great Awakening, evangelical Protestantism, black-Indian-white interaction, class structure, agricultural practices, themes of American identity.

312 – America at Mid-Century: The Nineteenth Century (3)
Prerequisite: History 132. Emergence of industrial capitalism, moral reform movements, slavery, the concept of individualism, Darwinian theory, the family, national character traits.

313 – America at Mid-Century: The Twentieth Century (3)
Prerequisite: History 132. Consumerism, ethnicity, black culture, American capitalism, Cold War, and the shaping of modern culture.

333 – Issues in Human Rights (3)
Analysis and discussion of changing concepts of human rights and the movements that have defended and broadened them.

350 – Topics in American Studies (3)
Exploration of specific topics in American Studies, e.g., "The Impact of Darwin on American Thought"; may be used to meet part of the related field requirements.

450 – Issues in Contemporary America: Senior Seminar (3)
Prerequisite: History 131 and 132, major status or permission of instructor. Examination of selected current issues in American culture. Topics may vary from year to year.

470 – Senior Project: Research (3)
Prerequisite: American Studies 300, junior or senior status. Research in primary sources resulting in a major paper.

491 – Independent Study (3)
Directed individual research on problems in American Studies, as approved by the Director.

499 – Internship (variable credit)
Supervised off-campus experience, developed in consultation with the Director. No credit in the major.

ANTHROPOLOGY

Department of Sociology and Anthropology

Margaret Huber, *Chair,*
Program Coordinator and Career Advisor

Faculty

Distinguished Professor
Margaret Huber
Associate Professor
E. Eric Gable

The Anthropology Program

The anthropology curriculum concentrates on social and cultural anthropology, but offers introductory courses in physical anthropology and archaeology as well. Anthropology courses study the varieties of human culture, both ancient and contemporary; discuss the methods of cultural anthropologists and archaeologists; and present the theories that have been advanced to explain cultural similarities and diversity. Besides making students aware of the extent and impress of human cultural achievement, courses also offer opportunities for collecting and analysing ethnographic data.

Although traditionally anthropologists have focused on non-western, small-scale societies, they also study contemporary American and European cultures. Their work is included in anthropology courses at Mary Washington College.

Anthropology provides an excellent background for careers in many governmental and private-sector organizations as well as museum work, journalism, advertising and market research, human resources, film-making, contract archaeology, primary or secondary education, and third-world development, as well as for graduate work in anthropology or related fields.

Students interested in an anthropological curriculum may select the Anthropology concentration in the Sociology major. For information about departmental awards, see listing for "Sociology."

Requirements for Anthropology Concentration [Major in Sociology]

Thirty (30) credits, including Anthropology 200 and 480; 15 elective credits in anthropology (up to six credits of upper-level sociology courses, excluding 491, 492, and 499, may be substituted for upper-level anthropology courses); Sociology 200; and six credits of 300- or 400-level sociology courses (excluding 491, 492, and 499).

Anthropology Course Offerings

101 – Introduction to Cultural and Social Anthropology (3)
Introduces the student to non-Western cultures, and examines fundamentals such as ritual, myth, exchange, production, law, kinship, and marriage within those cultures; discusses methods and theories pertinent to the material.

102 – Introduction to Physical Anthropology and Archaeology (3)
Physical: primatology, genetics, human evolution, and human varieties. Archaeology: objectives and techniques, cultural evolution, ancient civilizations of the Old and New Worlds.

200 – Ethnography (3)
An exploration of the method of anthropological fieldwork and the discursive style of presenting anthropological materials. A practical and theoretical introduction to the discipline of cultural anthropology.

215 – Pre-Columbian Mesoamerica (3)
Precontact cultures of Mexico, Guatemala, Honduras, El Salvador, and Belize, from early archaeological sites until the Spanish conquest. Concentration on the "high civilizations" of Olmec, Maya, Teotihuacán, Toltec, and Aztec. Examination of archaeological methods, models, and problems in Mesoamerica.

271 – Special Studies in Ethnography (3)
Recommended: Anthropology 101 or 200. Concentrates on one culture area not otherwise covered in the curriculum, and related theoretical concerns. Choice of area reflects both student and instructor interests.

302 – The Anthropology of "Race" (3)
Prerequisite: Anthropology 101or 200 or permission of the instructor. Explores why current vernacular understandings of "race" and scientific understandings of "race" diverge so dramatically. Looks at the long history of scientific (mis)understandings of human biological diversity. Interrogates why racialist thinking has been a fundamental component of a western cultural world view.

312 – The Anthropology of Gender (3)
Prerequisite: Anthropology 101 or 200 or permission of the instructor. The anthropological approach to gender: cultural definition and social status of female and male; other genders; theories of gender definition and gender hierarchy.

316 – Political Anthropology (3)
Prerequisite: Anthropology 101, or 200, or permission of the instructor. An overview of the anthropological contribution to a comparative political science. Focuses on political structures and conflicts in non-western non-state societies. Includes an overview of anthropological studies of nationalism, colonialism, and post-colonial political processes.

317 – Gifts and Commodities (3)
Prerequisite: Anthropology 101, or 200, or permission of the instructor. Nature of non-western economies: production, division of labor, exchange and ceremonial exchange, debt, hierarchy. Impact of globalisation and capitalist economic structure on such economies.

318 – Anthropology of Religion (3)
Prerequisite: Anthropology 101, or 200, or permission of the instructor. Anthropological study of religious ideas and practices of selected non-Western peoples: sacred and profane, spiritual law, morality; sacrifice, shamanism, divination, and prayer; millenarianism and conservatism.

322 – Symbolic Anthropology (3)
Prerequisite: Anthropology 101, or 200, or permission of the instructor. The interpretation of symbols as found in rituals, myths, and everyday life in both western and non-western cultures.

371 – Special Topics in Anthropology (3)
Prerequisite: Anthropology 101, or 200, or permission of the instructor. Concentrates on an important anthropological topic not otherwise covered in the curriculum; comprehensive readings and discussion. Choice of topic reflects both student and instructor interests.

480 – Senior Research (3)
Prerequisites: Sociology major with senior standing; Anthropology 200. Discussion and intensive independent research resulting in a 30–40 page senior thesis on a subject of the student's choice.

491, 492 – Individual Study and Research (Credits variable)
Prerequisite: Permission of the instructor. Individual work under the guidance of the instructor. May not be counted as sociology credit.

499 – Internship (Credits variable)
Prerequisite: Permission of the instructor. Supervised off-campus experience developed in consultation with the instructor. Up to six anthropology credits may be counted in the anthropology concentration. May not be counted as sociology credit.

ART AND ART HISTORY

Department of Art and Art History

Marjorie Och, *Chair*
Joseph Dreiss, *Career Advisor, Art History*
Lorene Nickel, *Career Advisor, Studio Art*

Faculty

Distinguished Professor
Joseph Di Bella
Professors
Joseph Dreiss
Steve Griffin
Lorene Nickel
Associate Professors
JeanAnn Dabb
Marjorie Och
Assistant Professor
Carole Garmon
Director of College Galleries
Thomas Somma

Programs in Art

The department offers two distinct but interrelated majors. The Studio Art major challenges the student to address theory and technique in the making of art. The Art History major provides the intellectual environment needed to gain knowledge about works of art and the research skills necessary to discover new knowledge about them. With a collection of over 80,000 slides, lecture rooms with sophisticated equipment (including optically precise projectors), a darkroom, spacious studios with skylights, and a computer imaging and multimedia laboratory, the department is fully equipped to serve both majors.

The Art History major explores in chronological sequence the span of Western art within its proper cultural, philosophical, and historical context. Special courses on styles, issues, and individuals in Western and non-Western art give a broad overview of the complexity of human artistic expression. Field trips to Washington, D.C., Richmond, Baltimore, and New York City, and lectures by visiting art historians keep students in touch with important art, as well as recent developments in the field. In the internship program, students gain valuable experience and career contacts by working in museums and art institutions in the Washington and Richmond areas and beyond.

The Studio Art major teaches fundamental skills, increases aesthetic sensibilities, and advances the student's individual development primarily in the traditional areas of ceramics, drawing, painting, photography, printmaking, and sculpture. Opportunities to explore personal approaches and skills in diverse media and techniques are available through individual study courses. For advanced students, individual studies focus on specific artistic problems. Internships are also available and offer students professional experience outside the classroom. The Studio Art program culminates with an exhibit in duPont Gallery or by submission of a senior portfolio.

The College Galleries present art exhibitions and events of interest to the College community. Exhibitions are brought in from museums around the country or are drawn from the permanent collection of over 5,000 artworks. Students gain valuable experience in the Galleries as catalogers, researchers, administrative assistants, and exhibition installers.

A summer program of study in Urbino, Italy, is offered by this department together with the Modern Foreign Language department. Qualified students may enroll in courses held at the Collegi dell'Università di Urbino.

Requirements for the Art History Major

Thirty-nine (39) credits to include Art History 114, 115, and 303; and thirty additional credits in Art History, including at least one 400-level seminar course (ARTH 460 or 470) and one course from each of the following chronological periods: Ancient, Medieval, Renaissance, Baroque, and Modern.

Requirements for the Studio Art Major

Thirty-nine (39) credits to include Studio Art 101 and 102; twenty-four additional credits in Studio Art, including at least twelve at the 300- or 400-level and one course in each of the following areas: ceramics, painting, printmaking, and sculpture; nine credits in Art History including surveys and upper-level; major assessment; and senior exhibition or senior portfolio.

Art History Course Offerings

114 – History of Western Art I (3)
A survey of Western architecture, painting, and sculpture from the Prehistoric period to the late Gothic.

115 – History of Western Art II (3)
A survey of Western architecture, painting, and sculpture from proto-Renaissance to the present.

260 – Topics in Art History (3–6)
Prerequisite: ARTH 114 or 115. Explores significant figures, styles, movements, and topics in Western art. Does not fulfill an area requirement but can count as elective credit in the major.

270 – Topics in Non-Western and Non-Eurocentric Art (3)
Prerequisite: Art History 114 or 115. Major monuments of architecture, sculpture, and painting of non-Western and/or non-Eurocentric cultural contexts are explored, as specified by the topic title. Previous topics have included: Asian art, African art, and Pre-Columbian and Latin American art.

303 – Methods of Art History (3)
Prerequisite: Sophomore Art History majors. Permission of department chair and instructor required. Introduces philosophies of art historical methodologies and principles and examines the historic development of the discipline.

310 – Greek Art (3)
Prerequisite: Art History 114. Focuses on the development of Greek art from the early Iron Age through the Geometric, Archaic, Classical, and Hellenistic periods.

311 – Roman Art (3)
Prerequisite: Art History 114. A review of the major developments in Greek art and architecture from the Italo-Etruscan period to the end of the Roman Empire. Special attention is devoted to the topography and major monuments of the ancient city of Rome.

315 – Art Museum Studies (3)
Prerequisites: Art History 114 and 115, advanced standing in Studio Art or Art History, or permission of instructor. Examines the art museum and its role, including: developing and managing collections and exhibits; interpretation and museum education for diverse publics; funding; governance; and ethics and values. Case studies, field trips, practice, and readings included. Does not satisfy the Art History requirement for the Studio Art major, but Art History majors may count three credits as an elective course.

325 – Early Christian, Byzantine, and Early Medieval Art (3)
Prerequisite: Art History 114. This course traces the development of art and architecture from the beginnings of the Christian tradition through the Byzantine, Hiberno-Saxon, Carolingian, and Ottonian periods. Focus is placed on the major monuments from these periods and the related issues of patronage, culture, and liturgy that influenced their creation.

326 – Romanesque and Gothic Art (3)
Prerequisite: Art History 114. A survey of the visual arts of western Europe from the eleventh through the fifteenth centuries. The works of architecture, sculpture, and painting are studied with attention to the social, religious, and intellectual frameworks of the societies that produced them. Special emphasis is given to the monastic tradition, pilgrimage and relic cults, and the urban cathedral.

330 – Northern European Art, 1400 to 1600 (3)
Prerequisite: Art History 115. An introduction to the artistic traditions of northern Europe through a focus on such artists as Jan van Eyck, Rogier van der Weyden, Bosch, Dürer, and Bruegel. The relations between patron and image are of particular interest, as are the connections between northern and southern European art during this period.

331 – Early Italian Renaissance (3)
Prerequisite: Art History 115. A survey of the painting, sculpture, and architecture of Italy from about 1300 to 1475. All major figures, including Giotto, Ghiberti, Donatello, and Botticelli are considered. Works are examined in terms of setting, patronage, and cultural context in addition to questions of style and meaning. Of particular interest is the relationship between artistic expression and the personalities and institutions of the city of Florence.

332 – High Renaissance and Mannerism (3)
Prerequisite: Art History 115. A survey of the painting, sculpture, and architecture of Italy from about 1475 to 1600. Among the High Renaissance artists considered are Leonardo da Vinci, Michelangelo, Raphael, and Titian. Of special consideration is the nature of the Papacy as a patron of the arts and the city of Rome as a context for artistic activity. The course also considers the reasons for the dissolution of the classical tradition during this time by artists such as Pontormo, Parmigianino, and Giulio Romano.

340 – Northern Baroque Art (3)
Prerequisite: Art History 115. Examines the major works of northern European art from the late sixteenth century until around 1700. Issues covered include the influence of antiquity, contacts with Italy, patronage of royal courts as well as the new "middle class," and the role of religion. Selected works by Rubens, Van Dyck, Rembrandt, Vermeer, Poussin, and others are studied from a variety of interpretative points of view including iconography, style, technique, social and economic circumstances, and the relationship of the visual arts to other cultural productions such as literature and music.

341 – Italian and Spanish Baroque Art (3)
Prerequisite: Art History 115. Examines the major works of Italian and Spanish art from the late sixteenth century until around 1700, with some attention paid to Islamic influences in Spain as well as influences from the arts of the "New World". Selected works by Caravaggio, Bernini, Borromini, Velazquez, Zurbaran, and others are studied from a variety of interpretative points of view including iconography, style, technique, social and economic circumstances, and the relationship of the visual arts to other cultural productions such as literature and music.

350 – Neoclassicism to Impressionism (3)
Prerequisite: Art History 115. Focuses on the periods of Neoclassicism, Realism, and Impressionism in painting and sculpture in Europe, with emphasis on French art.

351 – Post-Impressionism to Abstract Expressionism (3)
Prerequisite: Art History 115. Focuses on the periods of Post-Impressionism to Abstract Expressionism in painting and sculpture.

352 – American Art (3)
Prerequisite: Art History 115. A survey of American painting and sculpture with emphasis on the nineteenth and twentieth centuries.

354 – Pop Art to the Present (3)
Prerequisite: Art History 115. Explores the history of art since 1945 and its critical response.

355 – Modern Architecture (3)
Prerequisite: Art History 115. A chronological survey of twentieth-century architecture that focuses on the most noted architects and their work, as well as the revolutionary building technologies and aesthetic theories that made such architecture possible.

450 – Topics in Art and Art History (3)
Prerequisites: Art History 114 or 115 and Studio Art 101 or 102 or permission of instructor. Offers topics that bridge both art history and studio art.

460 – Seminar: Women and Western Art (3)
Prerequisites: Art History 114, 115, 303, and permission of instructor. Examines the roles women have played in the visual arts in Western traditions, as well as the literature by and about these women. Focus is on the work of women artists, the commissions of women patrons, the responses of audiences to these works, meanings placed on the feminine form, and the work of male artists which has as its subject the female form. Also looks at contemporary issues to examine the role of feminist art as an art which critiques and creates society.

470 – Seminar: Special Studies in Art History (3)
Prerequisites: Art History 114, 115, 303, and permission of instructor. For Art History majors and other qualified students. Concentration, in seminar format, is on an individual artist, specific problem, limited time period, or theme.

491, 492 – Individual Study in Art History (3, 3)
Prerequisites: Art History 114, 115, at least three Art History courses in three different chronological periods, and permission of department chair and instructor. For Art History majors only. Includes a faculty-approved research project, oral presentation, and major paper. Vehicle for those seeking honors in Art History. Available on a competitive basis.

499 – Internship (Credits variable)
Supervised off-campus experience developed in consultation with the Art History faculty. May not be used to satisfy the Art History 400-level research course requirement. A maximum of three credits may count toward the major requirements.

Studio Art Course Offerings

101 – Two-Dimensional Design (3)
Basic study of design elements (line, shape, texture, value, color) and their organization used in visual communication both figurative and non-figurative.

102 – Three-Dimensional Design (3)
Basic study of design elements (shape, volume, plane, mass, proportion, value, color) used in the organization and construction of form in space.

111, 112 – Ceramics I (3, 3)
Introduces the basic techniques of hand-building and wheel throwing, as well as studio procedures, including making clay, preparing and applying glaze, and kiln firing. Note: Studio Art 112 can be taken before Studio Art 111, and both can be taken for credit.

221 – Drawing I (3)
Prerequisite: Studio Art 101 or permission of instructor. Introduces the basic principles of structural drawing and composition in various media.

222 – Drawing II (3)
Prerequisite: Studio Art 221 or permission of instructor. Further study of drawing principles,

compositional problems, and technique in various media.

231, 232 – Sculpture I (3, 3)
Prerequisite: Studio Art 102 or permission of instructor. Basic techniques of construction are introduced, focusing on additive and subtractive approaches to form. Fundamentals of creative problem solving are covered, as well as an introduction to studio procedures and the use of power tools and machinery. Note: Studio Art 232 can be taken before Studio Art 231, and both can be taken for credit.

241 – Photography I (3)
Prerequisite: Studio Art 101 or 102 and permission of instructor. Offers a practical introduction to cameras and lenses along with basic darkroom techniques for printing black-and-white photographs. A brief study of the history of photography is included.

281 – Topics in Studio Art (3–6)
Prerequisite: Permission of instructor. Offers special topics in the theory and practice of making art. Does not fulfill an area requirement but can count as elective credit in the major.

301 – Color Theory (3)
Prerequisite: Studio Art 221 or permission of instructor. The study of color as it relates to visual perception, artistic expression, and structure; the theories of Munsell, Itten, Goethe, and others are used as tools.

311, 312 – Ceramics II (3, 3)
Prerequisite: Studio Art 111, 112, or permission of instructor. Further exploration of wheel-thrown forms and hand-building processes. Introduces the use of porcelain and earthenware (in addition to stoneware), as well as experiments with glazing and firing. Note: Studio Art 312 can be taken before Studio Art 311, and both can be taken for credit.

313, 314 – Life Drawing (3, 3)
Prerequisite: Studio Art 221 or permission of instructor. Focuses on comprehensive linear and painterly drawing techniques using the human figure. Emphasis ranges from traditional proportion and composition to experimental and personal interpretations of the figure. Note: Studio Art 314 can be taken before Studio Art 313, and both can be taken for credit.

321 – Printmaking I (3)
Prerequisite: One year of drawing or permission of instructor. Introduces the fundamentals of intaglio and relief processes in the production of multiple prints. Note: Studio Art 322 can be taken before Studio Art 321, and both can be taken for credit.

322 – Printmaking II (3)
Prerequisite: One year of drawing or permission of instructor. Introduces the fundamentals of lithography and screen processes in the production of multiple prints. Note: Studio Art 321 can be taken before Studio ArtS 322, and both can be taken for credit.

331, 332 – Sculpture II (3, 3)
Prerequisite: Studio Art 231, 232, or permission of instructor. Conceptual approach to space and form is explored through a broad range of media. Performance, installation, and site-specific works employing found objects, constructed objects, sound, movement, etc., are introduced. Focus is on development of individual creative ideas and approaches to sculpture as a visual language. Slide presentations and lectures. Note: Studio Art 332 can be taken before Studio Art 331, and both can be taken for credit.

343 – Painting I (3)
Prerequisite: One year of drawing or permission of instructor. Covers the fundamentals of problems, concepts, and materials in the study of pictorial organization, with an emphasis on indirect and direct techniques in oils and acrylics.

344 – Painting II (3)
Prerequisite: Studio Art 343 or permission of instructor. Advance study of painting problems, concepts, and materials in the study of pictorial organization and personal expression, including experimental techniques.

350 – Photography II (3)
Prerequisite: Studio Art 241 or permission of instructor. Examines contemporary concepts and techniques in photography as a fine art. Projects concentrate on such areas as the aesthetics and ethics of photography, personal metaphors, and non-objective elements, and provide hands-on experience with a variety of materials that go beyond basic black-and-white photography.

361, 362 – Experimental Watercolor (3, 3)
Prerequisite: One year of drawing or permission of instructor. Problems and techniques in traditional and non-traditional approaches to the medium of watercolor and related water media are explored. Does not fulfill the painting requirement in the major but can count as elective credit. Note: Studio Art 362 can be taken

before Studio Art 361, and both can be taken for credit.

363 – Textile Design (3)
Prerequisite: Studio Art 101 or permission of instructor. Fabric construction and surface design are covered, with projects in frame and four-harness-loom weaving and indirect dye techniques.

450 – Topics in Art and Art History (3)
Prerequisite: Studio Art 101 or 102 and Art History 114 or 115, or permission of instructor. Offers topics that bridge both Art History and Studio Art.

470 – Special Studies in Studio Art (3)
Prerequisite: Advanced students only. Provides a study of a specific area in Studio Art. Topic is selected by faculty in consultation with students. Does not fulfill an area requirement but can count as elective credit in the major.

491, 492 – Individual Study in Studio Art (3, 3)
Prerequisite: Advance students in the major. Permission of department chair and instructor required. Allows for independent work under the supervision of a member of the Studio Art faculty. Available on a competitive basis. Vehicle for those seeking honors in Studio Art.

499 – Internship (Credits variable)
A supervised off-campus experience developed in consultation with the Studio Art faculty. A maximum of three credits may count toward elective credit in the major.

BIOLOGY

Department of Biological Sciences

Werner Wieland, *Chair*
Stephen W. Fuller, *Career Advisor, Allied Health Sciences*
Stephen G. Gallik, *Career Advisor, Pre Medical/Dental*
Lynn O. Lewis, *Career Advisor, Pre Veterinary*
Kathryn E. Loesser-Casey, *Career Advisor, Pre Physical/Occupational Therapy*
John G. Temple, *Career Advisor, Biology*

Faculty

Professors
Rosemary Barra
Stephen W. Fuller
Stephen G. Gallik
Joella C. Killian
Lynn O. Lewis
Werner Wieland

Associate Professors
Kathryn E. Loesser-Casey
Deborah A. O'Dell

Assistant Professors
Linda C. Ameen
Andrew Dolby
Alan B. Griffith
David C. Jarrell
John G. Temple

Lecturer
Michael D. Killian

The Biology Program

Biology encompasses the study of all living things and their interaction with the environment. The Department faculty is dedicated to providing students with a strong undergraduate education in the fundamental principles of biology, while encouraging and offering opportunities for students to pursue specialized areas of interest.

The biology major prepares students for future careers in basic life sciences research, teaching, medicine, dentistry, and allied health professions. Many graduates pursue advanced degrees in specialized areas such as biochemistry, physiology, immunology, entomology, microbiology, ecology, and environmental engineering.

The biology curriculum is designed to ensure that majors have a balanced background in cell and molecular biology, organismal biology, and population biology. The wide variety of courses offered provides laboratory and field experiences to reinforce the student's grasp of basic concepts, to develop an appreciation and working knowledge of the scientific method, to teach basic experimental techniques, and to promote further development of quantitative and analytical skills.

These goals are incorporated into laboratory-based courses beginning with the freshman experience in Biological Concepts and extending to more advanced courses in specialized areas such as plant and animal ecology, immunology, physiology, microbiology, and molecular biology.

All of the equipment and facilities in the department are available for student use. Collections of microscope slides, vertebrate and invertebrate specimens and an herbarium are available to enhance learning. The department also maintains a computer pod, with specialized software available for use in specific courses where data analysis and presentation are required.

Outstanding junior and senior biology majors have the opportunity to participate in the undergraduate research program. Working with a faculty mentor, the student explores the literature, defines an original research problem, and utilizes the appropriate research and analytical techniques to investigate the problem. On many occasions this work results in presentations at scientific meetings. Research students who meet minimum requirements (3.0 overall GPA and a 3.25 average in biology) may pursue Honors in Biology by writing and defending a thesis on their research project. Financial support for student research is available.

The internship program also offers students an opportunity to gain valuable career related experience. Internship credits do not count towards the biology major, but many biology majors have taken advantage of this program to gain experience and to confirm their career objectives.

Requirements for the Biology Major

Forty credits (40) in Biology, including 121, 122, 210, 211, 341, and 451; one course dealing specifically with plants (231, 311, or 312); and one course designated as Field Experience (231, 311, 321, 322, 323, 411, 422, 424, 425, 426, 427, 434, and certain 471 courses).

Biology 121, 122 and Chemistry 111, 112 are prerequisites to Biology 210, 211 and most upper-level courses and should be taken in the student's first year. The core courses of Biology 210, 211, and 341 are also prerequisites for various upper-level courses and should be completed during the second year of study. Biology 210, 211, and 341 must be completed before students register for Biology 451, which can be taken only during the senior year.

All graduating students must participate in the assessment of the major.

Biology Course Offerings

121, 122 – Biological Concepts I, II (4, 4)
An introduction to biological principles and a survey of organisms. Includes discussions of current topics including environmental and ethical issues. Laboratory.

202 – Heredity and Evolution (3)
Prerequisite: Biology 121. Principles of heredity, their applications to evolutionary theory, and their social implications. For non-majors only.

204 – Nutrition (3)
A survey of current information related to human nutritional needs in health and disease, demographic factors, food additives and special diets. Does not count toward biology major.

210 – Introduction to Ecology (3)
Prerequisites: Biology 121, 122 and Chemistry 111, 112. Introduction to ecological principles and the study of interactions of plants, animals, and microbes with each other and with their environment.

211 – Cellular Biology (4)
Prerequisites: Biology 121, 122 and Chemistry 111, 112. Study of cell structure and function. Laboratory.

231 – Botany (4)
Prerequisites: Biology 121, 122. Survey of the plant kingdom emphasizing morpho-genetic descriptions, life histories, and evolutionary relationships. Laboratory.

250 – Bioethics (3)
Prerequisites: Biology 121, 122. Selected topics considered from the standpoint of their biological consequences and ethical implications for man. Does not count toward biology major.

251 – History of Biology (3)
Prerequisites: Biology 121, 122. Chronological development of selected biological theories and their impact on contemporary biology.

271 – Special Topics (2-4)
Prerequisites: Will be determined for each specific course. Courses on particular topics in biology that are of current interest to students and faculty. Does not count toward biology major.

301 – Anatomy of the Chordates (4)
Prerequisites: Biology 121, 122. The anatomy of selected Chordates with special emphasis on the Vertebrates. Lecture also examines the evolution of the organ systems of vertebrates. Laboratory. Students may not count both 301 and 384 toward the major.

302 – Developmental Biology (4)
Prerequisite: Biology 341. An examination of the cellular and genetic mechanisms which control the formation of multicellular organisms during reproduction. Experimental laboratory exercises are combined with examination of developmental anatomy. Laboratory.

311 – Plant Ecology (4)
Prerequisite: Biology 210. Ecological principles as applied to plants, including major biomes, population dynamics, environmental parameters, and biodiversity. Laboratory.

312 – Plant Physiology (4)
Prerequisite: Biology 211. Experimental and theoretical treatment of the functional mechanisms in plants. Laboratory.

321 – Invertebrate Zoology (4)
Prerequisite: Biology 211. Survey of invertebrate phyla emphasizing structural characteristics, life histories, and evolutionary relationships. Laboratory.

322 – Animal Ecology (4)
Prerequisite: Biology 210. Introduction to sample design, population demographics, regulatory mechanisms, and survival strategies of animals. Exercises in data collection, analysis and communication of results. Laboratory.

323 – Entomology (4)
Prerequisite: Biology 211. Introduction to structure, function and ecology of insects. Students prepare insect collections. Laboratory.

331 – Histology (4)
Prerequisite: Biology 211. The anatomy and physiology of vertebrate tissues, with an emphasis on human tissues. Laboratory.

341 – General Genetics (4)
Prerequisite: Biology 211. Structure, function, and transmission of genetic material using examples from viruses, bacteria, and eukaryotic organisms. Application of these principles to human inheritance. Laboratory.

351 – Laboratory Techniques (4)
Prerequisite: Biology 341. Introduction to instrumentation used in biological research. The scientific method and experimental design are discussed and used. Laboratory.

363 – Environmental Physiology (4)
Prerequisites: Biology 121, 122 and Chemistry 111, 112. Experimental and theoretical treatment of environmental factors in the physiology of organisms. Laboratory.

364 – Animal Physiology (4)
Prerequisite: Biology 211. A comparative study of physiological systems in animals. Laboratory.

371 – Microbiology (4)
Prerequisites: Biology 121, 122 and Chemistry 111, 112. Emphasis is placed on bacteria, their morphology, physiology, nutrition, and ecology. Laboratory.

372 – Parasitology (4)
Prerequisite: Biology 211. The structure, life histories, and host relationships of invertebrate parasitic forms. Laboratory.

384 – Human Anatomy (4)
Prerequisites: Biology 121, 122. The structure of the human body at the cell, tissue, organ, and system levels of organization. Laboratory. Students may not count both Biology 301 and Biology 384 toward the major.

385 – Human Physiology (4)
Prerequisites: Biology 211 and 301 or 384. A systematic study of the physiology of the nervous system, circulation, respiration, digestion, kidney function, muscle function, integument system, homeostasis, hormonal control, and reproduction in the human body. Laboratory.

391 – Immunology (4)
Prerequisite: Biology 341. Introduction to the principles and theories of host defense with emphasis on humoral and cell mediated responses. Laboratory.

410 – Neurobiology (4)
Prerequisite: Biology 341. Examines the structure and function of neurons, neural networks and nervous systems. The laboratory includes physiological experimentation and basic human neuroanatomy. Laboratory.

411 – Animal Behavior (4)
Prerequisite: Biology 210. Integrative survey of the biology of animal behavior. Includes observations of animal behavior in laboratory and field settings. Laboratory.

422 – Marine Ecology (4)
Prerequisite: Biology 210. A general introduction to the marine environment with emphasis on the biological, chemical, and physical aspects of various marine communities. Laboratory.

424 – Tropical Ecology (4)
Prerequisite: Biology 210. Study of selected tropical ecosystems; exploration of these in Puerto Rico; consideration of some problems, uses, and interesting facets of these ecosystems. Field Trip to Puerto Rico.

425 – Vertebrate Zoology (4)
Prerequisite: Biology 301 or permission of the instructor. A survey of the vertebrates including their natural history, evolution and taxonomy. The student will become familiar with the biological species concept, speciation and nomenclature as they apply to the vertebrates. Laboratory.

426 – Biology of Fishes (4)
Prerequisite: Biology 301 or permission of the instructor. A survey of the fishes, including their anatomy, physiology, natural history, and systematics. The laboratory includes the collection and identification of local species. Each student will be required to develop and complete an independent project. Laboratory.

427 – Ornithology (4)
Prerequisite: Biology 210. Comprehensive survey of the anatomy, physiology, behavior, ecology, and evolution of birds. Laboratory emphasizes field identification and taxonomy of local birds. Laboratory.

430 – Molecular Biology of the Gene (4)
Prerequisite: Biology 341. An examination of the principles and techniques used in the molecular study of genes with an emphasis on the prokaryotic genome. Laboratory.

432 – Virology (4)
Prerequisite: Biology 341. The study of viruses and their life cycles; the laboratory emphasizes techniques used specifically in the study of viruses. Laboratory.

434 – Physiological Adaptations (4)
Prerequisites: Biology 210 and 211. A study of the adaptations of physiological systems in animals that have evolved in diverse environments. Laboratory emphasizes hypothesis-testing and experimental design. Laboratory.

440 – Biology of Cancer (3)
Prerequisite: Biology 341. Lectures and discussions focused on various aspects of cancer including epidemiology, cellular and molecular characteristics of cancer cells, carcinogenesis, treatment and prevention.

442 – Evolution (3)
Prerequisite: Biology 341. The history and development of modern evolutionary thought.

451 – Seminar (2)
Prerequisites: Biology 210, 211, and 341. Preparation and presentation of an oral report on a topic in the biological sciences. Each seminar section will focus on a particular area of biology. Open only to senior biology majors.

471 – Topics in Biology (2–4)
Prerequisites: Biology 121, 122; additional prerequisites as appropriate to specific topic. Specialized topics not offered on a regular basis, e.g., endocrinology, exercise physiology. Laboratory included with certain topics.

481 – Readings in the Biological Sciences (1–2)
Readings in biological literature selected by the student, who is guided by a staff member. Open to junior and senior majors by permission of Department.

491 – Special Problems in Biology (1–3)
Prerequisite: Biology 481. Individual laboratory or field investigation supervised by a staff member. Open to junior and senior majors by permission of Department.

499 – Internship (Credits variable)
Prerequisite: Junior or senior major in good academic standing. Supervised off-campus experience, developed in consultation with the Department. Does not count toward biology major.

BUSINESS ADMINISTRATION

Department of Business Administration

R. Leigh Frackelton, Jr., *Chair, Career Advisor, Pre-Law*
Fred T. Whitman, *Career Advisor, General Business*
Fredrick Davidson, *Career Advisor, Management*
Margaret A. Klayton-Mi, *Career Advisor, Marketing*
Daniel J. Hubbard, *Career Advisor, Accounting*
Galen F. deGraff, *Career Advisor, Graduate Business*

Faculty

Professors
Fredrick Davidson
R. Leigh Frackelton, Jr.
Margaret A. Klayton-Mi
Larry W. Penwell

Associate Professors
Galen F. deGraff

Assistant Professors
Robert G. DuCharme
Daniel J. Hubbard

Instructor
Patrice M. Scanlon

Senior Lecturer
Fred T. Whitman

Mission

The Department of Business Administration supports the College's liberal arts mission. Accordingly, the curriculum provides a balanced rigorous foundation in the Core areas of Accounting, Finance, Management, and Marketing, all in the context of the broad liberal arts environment provided by the College.

The Faculty hold high expectations of the students and themselves with the goal of developing skills in diagnosing, analyzing, developing and implementing solutions to a wide variety of problems in public and private organizations. The department promotes active learning by encouraging students to manage complex, interdisciplinary problems, marshal resources, and take responsibility for implementing effective solutions. Expected student involvement includes research problems, group case analyses, internships and consulting with organizations throughout the region. Students are encouraged to vigorously involve themselves in professional service, contributions to society, and the life-long pursuit of knowledge through scholarship and research.

In an environment of mutual trust and support, concerned faculty help students learn the elements of managing resources to achieve a purpose while emphasizing the skills of writing, presenting, and speaking; technological proficiency; and, critical thinking in a global context. The students' relationship with faculty is facilitated by small class size. The faculty work closely with students to instill the values of intellectual integrity and objectivity; tolerance and respect for individuality and diversity; the intrinsic rewards of ethical behavior and social responsiveness; and, appropriate competitive vigor balanced with the value of effective collaboration with others.

The Business Administration program provides students the opportunity to go forward in the broadest range of professional directions and build sound and rewarding careers that are valued by society.

The Business Administration Program

The academic program in Business Administration provides a broad, intellectual outlook and analytical skills for students who wish to combine a liberal arts education with academically rigorous course work in administration and decision-making needed for an eventual career in management or preparation for graduate study. Course work is designed to provide an understanding of the variety of approaches to the complexity of managerial decision-making in the contextual framework of a global society. An "Executive-in-Residence" program offers students the opportunity for wide-ranging discussions and contact with chief executives from important organizations in the private, public, and not-for-profit sectors.

Scholarships specifically designated for majors in business administration are funded by Signet Bank, The Society for Advancement of Management, the Benjamin T. Pitts Award, the Class of '42 James Harvey Dodd Award, The Elizabeth Griffith Schmidt '35 Award and the Amory Award. Many students belong to the campus chapters of the Accounting Society and Students In Free Enterprise (SIFE.) Students who establish outstanding records of academic achievement may be elected to Sigma Beta Delta, the national honor society in business management and administration.

Senior Business Administration majors who have a strong interest in research and an outstanding academic record may elect to pursue a departmental Honors program. To be eligible, a

student must have a 3.25 grade-point average in upper-division Business Administration courses and a 3.0 overall grade-point average. Honors work shall consist of expository or original research which is written in thesis format and defended before a departmental Honors Committee of faculty. Students pursuing Honors in Business Administration register for three credits of 491H each semester of the senior year.

Requirements for the Business Major

Thirty-nine (39) credits in Business Administration courses, as follows:

Lower-Division Requirements: Business Administration 105, 152, 231, 232, 259 and 283.

Upper-Division Requirements: Business Administration 300, 310, 353, 381, 450, 460 and 490. Students considering majoring in Business Administration must take Mathematics 200 or its equivalent (Computer Science 320, Economics 361, or Psychology 261) and Economics 201 and 202 are required prerequisites for certain upper-division courses in the major.

Business Administration Course Offerings

105 – Perspectives on Organizations in Society (3)
The evolution of economic systems from political, sociological, and cultural perspectives will be examined in order to better understand the interactive nature of business, governmental, and societal systems. This course introduces the conceptual foundations necessary to make informed, well-reasoned analyses of the current issues involving an array of organizations from the private, public, and not-for-profit sectors of the economy.

152 – Management Information Systems (3)
The course mission is to increase the student's skills in communications. The business world thrives on information: acquiring it, analyzing it, presenting it, and applying it. Information flows through every business organization and impacts all decision making processes. This course focuses on the fundamentals of computers, the communication functions of computer and software systems, and the interdependence with Internet/Web resources. The Microsoft Office suite is incorporated as the common communication application flowing through and linking with most business activities.

231, 232 – Principles of Accounting (3, 3)
This two-course sequence introduces fundamental accounting techniques and procedures for gathering and reporting financial information used by management and others to plan, evaluate, and control and to insure appropriate use and accountability for its resources. Only in sequence.

259 – Research Methods in Business (3)
Prerequisite: Mathematics 200 or similar Statistics course. This course introduces students to the scientific method in order to facilitate their understanding of what constitutes good and bad research and enable them to design and conduct research studies. In addition, the course provides students with skills necessary to analyze, synthesize and evaluate information in order to make informed and appropriate decisions in the workplace and to prepare students for research courses in graduate school.

281 – Theatre Management (3)
An introduction to current policies and practices of not-for-profit theatre. Cross-listed as Theatre 281.

283 – Legal Environment of Organizations (3)
This course focuses on the legal, political, and ethical framework in which businesses and other types of organizations operate. Topics to be studied are common law and statutory business crimes and torts, common law contracts, business entities, securities regulation, employer/employee relations, environmental protection, and personal and real property laws. The legal consequences of the choice of business entity will also be explored while studying sole proprietorships, partnerships, and corporations.

300 – Principles of Management (3)
Prerequisite: Business Administration 231 and Junior status or permission of instructor. An integrative approach to organizational concepts, principles, philosophy, and theory in public, private, and not-for-profit organizations is emphasized. Current decision-making approaches utilizing theories of organizational behavior, general systems and contingency theory are linked to the managerial functions of planning, organizing, leadership, and control.

310 – Principles of Marketing (3)
Prerequisites: Economics 201 & 202 and junior status or permission of instructor. The place of marketing in the global economy and the policies and practices of marketing institutions are explored. Major topics included are marketing functions, organization, research, merchandising, channels of distribution and transportation. Also, problems concerning ethics and social responsibility in the marketing arena are discussed.

312 – Retail Management (3)
Prerequisite: Business Administration 310 or permission of instructor. This course emphasizes the need for strategic planning for the organization, operation, and management of retail establishments. Inventory methods, retail buying and selling, and ethics are also included in course material.

331, 332 – Intermediate Accounting (3, 3)
Prerequisite: Business Administration 232 or permission of instructor. This two-course sequence places emphasis on the theory and history of accounting principles and their application to the acquisition of assets, determination of income, and the preparation of analysis of financial statements. Only in sequence.

333 – Cost/Managerial Accounting (3)
Prerequisite: Business Administration 232 or permission of instructor. The material in this course concentrates of the principles and procedures for planning and controlling routine and non-routine decisions, setting policy, and performing long-range planning. The course focuses on cost behavior, standard costing, flexible budgeting, cost allocation, performance measurement, and analysis for decision-making.

334 – Federal Taxation of Individuals (3)
Prerequisite: Business Administration 232 or permission of instructor. Federal income taxation of individuals is studied in reference to gross income, deductions and credits, sales, other disposition of property, changes in the law, and economic impact of the law.

335 – Federal Taxation of Business (3)
Prerequisite: Business Administration 334. This course develops knowledge about federal income tax for partnerships, corporations, and owners' fiduciary responsibilities in reporting income.

345 – Organizational Behavior (3)
Prerequisite: Mathematics 200 or Psychology 261. This course explores the behavioral aspects of organizations, presenting concepts, theories, research and research techniques that can be applied to enhance understanding of people in organizations. Topics included are personnel selection and placement, job and work environments, worker motivation, job satisfaction, and the organizational and social context of human work. Cross-listed as Psychology 385.

346 – Human Resource Management (3)
Prerequisite: Mathematics 200 or Psychology 261. The philosophy, principles, and policies needed to develop effective personnel management and industrial relations programs in business, governmental, and not-for-profit organizations are developed and discussed. Cross-listed as Psychology 386.

347 – Organizational Development and Change (3)
Prerequisite: Business Administration 300, 345 or 346, or Psychology 301, Mathematics 200 or Psychology 261 and 301. This course develops a system-wide application of behavioral science methods, theories, and accumulated knowledge to the change and reinforcement of organizational strategies, structures, and processes for improving organizational effectiveness. Cross-listed as Psychology 387.

353 – Decision Analysis (3)
Prerequisites: Business Administration 152 and Mathematics 200 or similar statistics course. This course introduces a variety of Management Science models for use in analysis of "business" problems. A computer software package provides the computational basics for case analysis of problems in linear programming, inventory, waiting lines, PERT/CPM, and simulation.

381 – Financial Management (3)
Prerequisites: Economics 201, Business Administration 152, 232, 259, and co-requisite 353. An overview of financial management which provides identification and solution of financial problems. Coverage includes the role of financial management, tools of financial analysis, cost of capital, financial structure, long term assets and financial forecasting.

384 – Commercial Law (3)
Prerequisite: Business Administration 283 or permission of the instructor. This course provides in-depth study of laws affecting commercial transactions and the rationale underlying rights and obligations of parties to these transactions. The Uniform Code will be emphasized, especially the Articles dealing with Sales, Commercial Paper, Bank Deposits, Bulk Transfers, Document of Title, and Secured Transactions. The topics of Antitrust, Consumer Protection, Labor Law, and Insurance matters will also be explored. Satisfies the requirement for students planning to sit for the C.P.A. examination.

405 – Organizations (3)
Prerequisite: Business Administration 300 or permission of the instructor. Theories of organization from both the behavioral and

structural/design views are explicated. The behavioral view focuses on individual and interpersonal behavior, while the latter view focuses on variables affecting the administration of complex organizations.

413 – Marketing Research (3)
Prerequisites: Business Administration 259 and 310. Research in marketing is used as a tool to identify, collect, and analyze data which are relevant to decision-making for businesses. Relevant statistical software is used to analyze client data. Ethical considerations related to research findings also are discussed.

414 – Marketing Strategy (3)
Prerequisite: Business Administration 310. This course serves as a capstone survey of the major topics in contemporary marketing. Topics included are delineation of market targets, the development and implementation of the marketing mix, the control and analysis of the total marketing effort, strategy, strategic decision-making tools, ethics, as well as comprehensive case studies.

432 – Advanced Accounting Problems (3)
Prerequisite: Business Administration 332. This course addresses problems in financial accounting and practice theory dealing with partnerships, corporations, consolidated statements, and fiduciary accounting.

435 – Auditing (3)
Prerequisite: Business Administration 332. This course examines audit concepts, theory, standards, and procedures, as well as ethical and legal requirements within the context of audit evidence, documentation, and testing required before internal and external auditors issue their reports.

450 – Business Communication (3)
Prerequisites: English 101, Business Administration 105 and 152. The emphasis of the course will be on the basic principles of written business communication. Written correspondence will include request letters, good-news letters, disappointing newsletters, correspondence about employment, formal reports and administrative writing. Verbal communication will include one formal presentation using visual aids such as transparencies, flip charts and posters. Another formal presentation will require the use of PowerPoint software.

460 –Management Creativity (3)
Prerequisite: Senior status or permission of the instructor. This course's objective is to develop an understanding of the role of creativity in decision making and problem solving, and to recognize the role of intuition in such processes. Management is decision making and most non-routine decisions ultimately rely on uncertain or vague information and less-than precise data. This course will help to temper the theoretical education of future managers.

471 – Business Administration Seminars (3)
Prerequisite: Senior status or permission of instructor. Special topics of interest to staff and students are discussed in individual seminars which focus on specific areas within the various disciplines of Business Administration, e.g., Accounting Theory; Management; Legal; Social, and Ethical Issues; Marketing; Finance.

473 – Environment of International Business Seminar (3)
Prerequisites: Economics 201 and permission of instructor. The political, cultural, and economic aspects of the international business environment are explored in depth. The goal of this seminar is to develop an understanding of the forces at work in the global conduct of business across national boundaries.

490 – Seminar in Policy and Strategy (3)
Prerequisites: Business Administration 105, 152, 232, 259, 283, 300, 310, 353 and 381, and co-requisites 450, 460. A capstone course which is designed to integrate the student's study of management. Advanced case studies and simulations prove a series of integrating experiences where students assume the role of the chief executive officer in a variety of organizational sectors (private, public, not-for-profit). Students are required to make managerial decisions concerning formulation of policy, strategy and tactics along with ethical considerations in organizations' multifaceted relationships with the external environment.

491 – Individual Study in Business Administration (variable credit, 1–3)
Prerequisites: Junior or senior status and permission of instructor. Directed individual research which focuses on an approved topic of interest in business administration.

499 – Internship (variable credit, 1–3)
Prerequisites: Junior or senior status and permission of instructor. A supervised, off-campus experience is developed in consultation with a sponsoring organization and a selected faculty member. Declared majors only. Cannot be counted in the major.

CHEMISTRY

Department of Chemistry

Kelli M. Slunt, *Chair*
Roy F. Gratz, *Career Advisor*

Faculty

Distinguished Professor
Roy F. Gratz
Professors
Judith A. Crissman
Raymond B. Scott
Associate Professor
Kelli M. Slunt
Assistant Professor
Leanna C. Giancarlo

The Chemistry Program

Chemistry, the study of the structure, properties, and reactivity of matter, has been called the "central science" because it forms a bridge between biology and physics.

The department has well-equipped laboratories to support and reinforce classroom instruction and to provide opportunities for research. Instrumentation for spectroscopy includes ultraviolet, visible, and infrared spectrophotometers; a nuclear magnetic resonance spectrometer; and atomic absorption and emission spectrometers with both flame and inductively coupled plasma sources. Other major equipment items include a scanning probe microscope, a gas chromatograph/mass spectrometer system; several other gas and liquid chromatographs; and electro-chemical analyzers. The department also has a number of microcomputers.

The Chemistry program offers a modern curriculum for the study of chemistry within the general framework of a liberal arts and sciences education. It prepares a student for graduate, medical, or dental school; for employment in the chemical industry; or for secondary school teaching. In addition, a number of courses provide an important foundation in chemical theory and practice for the study of biology, geology, environmental earth science, and the health sciences. In general, chemistry is a good major program around which one can build a career-focused set of courses from other disciplines, e.g., with mathematics and computer science for chemical engineering or industrial chemistry; with economics and business administration for industrial chemistry; with biology for the health sciences; and with geology for energy or environmental research. Majors are encouraged to do independent study and research. During the senior year qualified students may pursue Honors in Chemistry by completing an independent research project and writing and defending a thesis.

Requirements for the Chemistry Major

Thirty-nine (39) credits including Chemistry 111, 112, 211, 212, 252, 383, 384, 387, 388, 423, 453; one additional upper-level, 3- or 4-credit chemistry course.

Note: Mathematics 122 and Physics 105 and 106 are prerequisites to Chemistry 383 and should be completed before the junior year.

Chemistry Course Offerings

105, 106 – Chemistry and Society I, II (4, 4)
A study of societal problems and issues involving an understanding of important chemical principles with emphasis on relevant applications and the enhancement of chemical literacy for the non-scientist. Laboratory. Does not satisfy any major program requirements or serve as a prerequisite to any other chemistry courses. Credit for only one sequence (Chemistry 105A–106A or 111–112) can count toward degree requirements. Only in sequence.

111, 112 – General Chemistry I, II (4, 4)
Introduction to the fundamental principles of chemistry and the more important elements and their compounds. Laboratory. The entry-level course for additional work in chemistry. Credit for only one sequence (Chemistry 105–106 or 111–112) can count toward degree requirements. Only in sequence.

211, 212 – Organic Chemistry I, II (4, 4)
Prerequisite: Chemistry 112. The comprehensive study of the structure and reactivity of carbon compounds. Laboratory. Only in sequence.

252 – Analytical Chemistry (4)
Prerequisites: Chemistry 112 and Mathematics 111 or equivalent. Theory and techniques of analysis including introductory instrumental methods. What is in the sample? How much is there? Laboratory.

317, 318 – Biochemistry I, II (3, 3)
Prerequisite: Chemistry 212. The application of chemical principles to the study and understanding of the living state. Only in sequence.

319, 320 – Biochemistry Laboratory I, II (1, 1)
Prerequisites: Chemistry 212 and 252; corequisites: Chemistry 317 and 318. Selected research techniques involving the chemical composition

composition and properties of cells, tissues, and organisms.

331 – Environmental Chemistry (3)
Prerequisite: Chemistry 112 or permission of the instructor. A study of chemical processes that occur in water, air, and soil, as well as possible solutions to environmental problems.

332 – Environmental Chemistry Laboratory (1)
Corequisite: Chemistry 331. Laboratory experiments and field sampling methods that determine the chemical composition of environmental samples. Does not satisfy any major program requirements or serve as prerequisite to any other chemistry courses.

343 – Inorganic Chemistry (3)
Prerequisite: Chemistry 112. Modern theories of atomic structure and chemical bonding and their applications to molecular and metallic structures and coordination chemistry.

345 – Inorganic Chemistry Laboratory (1)
Corequisite: Chemistry 343. Selected experiments in the principles of inorganic chemistry, including preparation and characterization of selected inorganic compounds.

383, 384 – Physical Chemistry I, II (3, 3)
Prerequisites: Chemistry 112, Physics 105 and 106, and Mathematics 122. Thermodynamic, kinetic, quantum mechanical, and spectroscopic properties of chemical systems. Only in sequence.

387, 388 – Physical Chemistry Laboratory I,II (2, 2)
Prerequisite: Chemistry 252; corequisite: Chemistry 383, 384 sequence. Selected experiments involving the investigation of the thermodynamic, electrochemical, kinetic and spectroscopic properties of chemical systems.

392 – Instrumental Methods of Analysis (4)
Prerequisite: Chemistry 252; Corequisite Chemistry 388. Principles and methods of optimization of instrumental methods used in characterizing chemical systems. Laboratory.

411 – Advanced Organic Chemistry (3)
Prerequisite: Chemistry 212. Organic reaction mechanisms and the relation of molecular structure to physical and chemical properties.

423 – Experimental Methods in Chemistry (4)
Prerequisites: Chemistry 212 and 252. Spectroscopic, chromatographic, and chemical functional group techniques used in characterizing chemical systems. Laboratory.

453 – Seminar (2)
Open to senior majors only, except by permission of the department. Introduction to the chemical literature and information retrieval; oral reports and discussion of selected topics in chemistry.

455 – Symposium (1)
Open to junior or senior majors. An opportunity to prepare and present a seminar relating to work performed off campus.

471 – Advanced Topics in Chemistry (2–3)
Prerequisite: permission of the instructor. Advanced treatment of selected topics in chemistry.

491 – Individual Study (1–4)
Open to qualified students by permission of the department. Individual investigation of a chemical topic or system under the direction of a member of the department. Students pursuing Honors in Chemistry register for 4 credits of Chemistry 491H each semester of the senior year.

499 – Internship (Credits variable)
Prerequisites: Chemistry 388 and 392 or 423. Supervised off-campus experience developed in consultation with the department. The first six (6) credits of internship may not count toward the major program requirements. Subject to departmental approval, credits beyond six may be substituted for some major requirement.

CLASSICS

Department of Classics, Philosophy, and Religion

Craig R. Vasey, *Chair*
Liane R. Houghtalin, *Career Advisor*

Faculty

Associate Professor
Liane R. Houghtalin
Assistant Professors
Angela L. Pitts
Joseph M. Romero

Programs in Classics

Classics focuses on the study of the languages, literatures, and civilizations of ancient Greece and Rome. Since many of the ideas and principles which emerged in the classical world are basic to Western culture, courses in Classics apply to the study of almost all the liberal arts and sciences.

Students wishing to major in Classics may choose among three concentrations: Latin (see Latin); an interdisciplinary concentration in Classical Civilization; or an interdisciplinary concentration in Classical Archaeology. Students develop their major programs in consultation with a faculty advisor.

While some Classics majors who choose a concentration in Classical Civilization include teacher licensure in their schedule, others take a second major in a related field, such as history, philosophy, religion, English, business, or modern foreign languages. With such a background, graduates have a wide range of opportunities after college, including museum work, archaeology, graduate study, teaching, and translating.

The concentration in Classical Archaeology offers special preparation to those students who wish to pursue museum or field work in archaeology. A concentration in Classical Archaeology joined with a related major such as anthropology, art history, historic preservation, history, or religion will enable a student to add depth of knowledge about the ancient world to his or her study of those disciplines.

Opportunities for study and excavation abroad are readily available to the Classics major. Mary Washington is a member of the Intercollegiate Center for Classical Studies in Rome and the American School of Classical Studies in Athens. Students are welcome to consult with the Classics faculty about programs at these and other institutions. Qualified students are invited to join Eta Sigma Phi, the national honor society for Classics, and to try for departmental honors in their senior year.

Requirements for Major in Classics with concentration in Classical Civilization

Thirty (30) credits in Classics 101-499 and approved courses relating to Classical Civilization, including Classics 101 and Latin 202, Greek 202, or at least 3 credits in an upper-level Latin or Greek course. At least 6 of the 30 credits (in Classics and approved courses) must be at the level of 299 or above. Approved courses relating to Classical Civilization are any course in Greek or Latin; Art History 114, 310, 311; Classics-Philosophy-Religion 299; Classics-Philosophy-Religion 301, 302, 331 (all with permission); English 319, 320; History 331, 332; Italian 395; Philosophy 201, 310, 311; Religion 206, 211, 231 (with permission), 306, 331 (with permission), 341 (with permission).

Requirements for Major in Classics with concentration in Classical Archaeology

Thirty (30) credits, including Classics 101; either Latin 202 and Greek 202 or 6 credits in upper-level Latin (or, in exceptional cases and with approval, upper-level Greek) courses; Art History 310, 311; History 331, 332; at least 9 credits in approved archaeology courses, out of which at least 6 credits must be in Classics. Approved archaeology courses: Classics 351 (with permission), 352 (with permission), 380, 390, 485, 491 (with permission), 492 (with permission), 499 (with permission); Anthropology 215; Art History 315; Historic Preservation 207, 462, 463, 465S.

Classics Course Offerings

101 – Ideas and Culture: The Classical Tradition (3)
The principal intellectual achievements of Periclean Athens and Augustan Rome, with attention to cultural and historical contexts and influences on the development of Western civilization. Cross-listed as Classics-Philosophy-Religion 101.

110 – Greek and Roman Mythology in Art and Literature (3)
The principal Greek and Roman myths, with emphasis on their appearance in literature and art.

130 – Classical Themes in Literature (3)
Introduction to the study of literature, following key themes in classical epic, lyric, and drama, and their reception or disavowal in Western and non-Western literatures.

202 – Ancient Tragedy (3)
The dramas of Aeschylus, Sophocles, and Euripides.

204 – Epic Traditions (3)
A comparative study of epic poetry from the ancient civilizations of Mesopotamia, Greece, and Rome.

211 – Greek and Roman Religion (3)
The public, personal, and mystery religions of the Greeks and Romans, and the development of classical religious ideas. Cross-listed as Religion 211.

310 – Women in Antiquity (3)
The nature, roles, and lives of women in ancient Greece and Rome.

351, 352 – Special Studies in Classical Civilization (3, 3)
Reading and study in a specialized area of ancient culture.

380 – Archaeology of the Greek and Roman World (3)
Study of the archaeological excavation of the Greek and Roman world, with emphasis on the history, techniques, and ethics of classical archaeology.

390 – The Ancient City (3)
Prerequisite: Art History 114, Classics 101, or Classics 380. The growth and development of selected urban centers in the Greek and Roman world, with emphasis on the archaeological record.

485 – Guided Research in Classics (3)
Preparation of a senior thesis under the direction of the Classics faculty. Recommended for all Classics majors; required for graduation with Honors in Classics.

491, 492 – Individual Study in Classical Civilization (1–4)
Individual study under the direction of a member of the staff. By permission of the department.

499 – Internship (1-4)
Supervised off-campus learning experience, developed in consultation with the Classics faculty.

Joint Course Offerings
Classics–Philosophy–Religion

101 – Ideas and Culture: The Classical Tradition (3)
The principal intellectual achievements of Periclean Athens and Augustan Rome, with attention to cultural and historical contexts and influences on the development of Western civilization. Cross-listed as Classics 101.

102 – Ideas and Culture: The Philosophical Tradition (3)
An historical introduction to Western civilization's philosophical heritage from Plato to postmodernism. Cross-listed as Philosophy 102.

103 – Ideas and Culture: The Religious Tradition (3)
Select study of the religious dimensions of Western culture from the beginning of the Roman Empire until today. Cross-listed as Religion 103.

299 – Mysterium Humanum Studies (3)
Different topics of fundamental human concern are treated at different times in this interdisciplinary course involving the entire faculty of the Department of Classics, Philosophy, and Religion. Topics covered in the past include "Wrestling with Death," "The Tempest of Time," "Sex and Society in the West," and "Slavery."

301, 302 – Studies in Ancient Languages (3, 3)
Introduction to the morphology and syntax of selected ancient languages relevant to the study of Classics, Philosophy, and Religion (such as Coptic, Quranic Arabic, and Sanskrit). By permission of instructor. These courses do not satisfy the College's general education requirement for proficiency in a foreign language.

331 – Crossdisciplinary Topics in Classics, Philosophy, and Religion (3)
A consideration of a theme from the perspective of two or three of the disciplines taught in the Department of Classics, Philosophy, and Religion.

COMPUTER SCIENCE

Department of Computer Science

Marsha F. Zaidman, *Chair*
John H. Reynolds, *CPSC Network Administrator*
John H. Reynolds, *Career Advisor*
Karen Anewalt, *Graduate School Advisor*

Faculty

Professors
Ernest C. Ackermann
John H. Reynolds
Associate Professors
Rita M. D'Arcangelis
Marsha F. Zaidman
Assistant Professors
Karen Anewalt
Jennifer Polack-Wahl

The Computer Science Program

The increasing range of applications for computers in our society, combined with rapid changes in the supporting technology, make Computer Science a dynamic area of study. Developments occur so rapidly that remaining current in the discipline requires a firm foundation in its basic principles and techniques. The department offers courses in the major program to provide that foundation as well as courses on topics at the forefront of the discipline. More general courses are of value and interest to all students at the College.

The program follows the guidelines of the Association for Computing Machinery for undergraduate study in Computer Science. The major consists of a core of courses in the discipline, a prescribed course in mathematics, and at least three upper-level courses in Computer Science chosen from offerings that reflect the student's interest. Additional courses and special studies reflect specialties of the department faculty. Most recently these have included courses in artificial intelligence, Internet services, computer graphics, parallel processing, simulation techniques, and networks. Independent study provides an opportunity for individual study in an area of interest beyond the scope of existing courses. Local and regional industries provide interested students with opportunities for cooperative education arrangements and internships. Graduation with honors is available to those students who meet department requirements. Computer Science graduates find abundant employment opportunities in many different computing specialties. The department's majors are well prepared for graduate study.

The department provides appropriate hardware and software support for its courses. Currently the principal hardware support is a network of Hewlett-Packard Netstations and Multimedia Terminals, all using the UNIX operating system. This network provides support at the vanguard of computer technology. Students and faculty access these facilities either by using the equipment located near faculty offices, the campus network, or the Internet.

Requirements for the Computer Science Major

Forty (40) credits to include Computer Science 220, 230, 305, 321, 326, 390, 401, 405; Mathematics 300, 312, or 351; six credits from among Computer Science 410, 414, 415, 420, 425, 444, 470 through 477, 491; and three credits of any Computer Science or Mathematics course numbered 300 or higher, except Mathematics 325, that was not used to satisfy any of the preceding requirements.

Note that Mathematics 122 (Calculus II) is a prerequisite for Computer Science 326 and should be taken before the junior year. Also note that Computer Science 125 is a prerequisite for Computer Science 305, 321, and 326.

Computer Science Course Offerings

104 – The Internet: Technology, Information, and Issues (3)
A survey of the technology and issues underlying the use of the Internet for communication, resource discovery, research, and dissemination of information in multimedia formats. Topics include an introduction to Internet protocols, Internet history and development, electronic mail, group discussions, use and functions of a Web browser, accessing Internet services and resources, using the Internet for research, Web site design and implementation, and social, legal, and ethical issues related to using the Internet.

110 – Introduction to Computer Science (3)
This course provides a foundation in computer science for a student who does not have prior programming experience. It provides sufficient support to permit a student to continue in the major program. Topics include an introduction to the algorithm and program development process using a high-level structured programming language and the department's computing facilities. Supervised hands-on experience provided. May not be taken for graded credit after passing any Computer Science course numbered 220 or higher.

125 – Introduction to Discrete Mathematics (3)
Designed to prepare beginning Computer Science majors for advanced study by emphasizing the components of Discrete Mathematics especially related to Computer Science. An introduction to topics which may include number systems, logic, methods of proof, counting techniques, mathematical induction, sets, relations, functions, matrices, graphs and trees. Cross-listed as Mathematics 125.

220 – Computer Science I (4)
Prerequisite: Computer Science 110 or permission of instructor. Continued coverage of disciplined problem-solving and algorithmic development including emphasis on procedural and data abstraction. Topics include elementary data structures such as arrays, files, records, classes, and linked lists. The notions of data modeling and the linking of data type definitions with their associated operations is introduced. Study of program design, coding, debugging, testing, and documentation in a language like C++ that supports the object-oriented paradigm. Intended for students who have had previous programming experience.

230 – Computer Science II: Data Structures (4)
Prerequisite: Computer Science 220 or equivalent experience. Continued study of data modeling and incorporation of abstract data types including linked lists, stacks, queues, heaps, trees, and graphs. Study of advanced sorting and searching techniques. Provides experience in the use of algorithm analysis. Continued study of program design, coding, debugging, testing, and documentation in an object-oriented higher level language.

302 – Computer Ethics (3)
Prerequisite: Computer Science 230. An examination of issues and events related to ethics, professional conduct and social responsibility as they apply to the field of computer science. Includes study of ethical responsibilities and behaviors appropriate for computer scientists.

305 – Computer Systems and Architecture (4)
Prerequisites: Computer Science 125, 230. Basic computer components; number representations; computer arithmetic algorithms; addressing techniques; instruction classifications; machine language; overview of assembly language; combinational and sequential logic design; Karnaugh maps; buses; RISC and pipelined machines; interrupts; memory hierarchies; ECC memories; telecommunications; bus protocols.

320 – Statistics for Computer Scientists (3)
Prerequisites: Mathematics 122 and Computer Science 220. A calculus-based mathematical statistics course with special emphasis on applications in computer science. Topics include probability, mass/density functions, discrete/continuous random variables, and general data analysis using a statistical software package.

321 – Advanced Data Structures (3)
Prerequisites: Computer Science 125 and 230. The application of data structures to the creation of reusable software components, specifically within an object-oriented context. The use of inheritance and information hiding in the design and implementation of a data structure library is emphasized. Also includes further material on the formal analysis of algorithms and data structure implementations for time and space efficiency.

326 – Theoretical Foundations of Computing (3)
Prerequisites: Computer Science 125 and 230 and Mathematics 122. Emphasis will be on structures and concepts relating to the theory of computation and the different types of theoretical machines that are mathematical models for actual physical processes. Topics may include automata theory, Turing machine theory, formal language theory, and the halting problem.

331 – Computer Graphics (3)
Prerequisite: Computer Science 230. An initial course in computer graphics including the study of three-dimensional modeling involving the use of light, color, texture, and transformation; the construction of objects using constructive solid geometry; ray-tracing fundamentals and visible-surface detection; two-dimensional and three-dimensional matrix transformations; three-dimensional window to two-dimensional viewport transformations; parallel and perspective projections; clipping algorithms.

370 through 377 – Special Topics in Computer Science (1–3)
Prerequisites: Computer Science 230 and permission of the instructor. Lecture or seminar class dealing with a topic accessible after completing Computer Science II—Data Structures. May be repeated for credit with a change in topic.

390 – Software Engineering (4)
Prerequisite: Computer Science 321. Techniques for modeling, designing, implementing, and managing large scale computer programs are studied. Studies include Object Oriented

Analysis and Design, modeling using UML, and application development with a CASE tool, e.g. Rational Rose. Students work in groups and apply the techniques studied to semester long projects.

401 – Organization of Programming Languages (3)
Prerequisites: Computer Science 305, 321, and 326 A course in programming language construction and design emphasizing the run-time behavior of programs. Alternative implementations of programming language constructs are considered. Techniques for language definition may also be discussed.

405 – Operating Systems (3)
Prerequisites: Computer Science 305 and 390. Topics include history and models of operating systems, process scheduling, process synchronization, deadlock, memory management, virtual memory, device management, file systems, security, protection, and an introduction to distributed systems.

410 – Database Principles and Design (3)
Prerequisite: Computer Science 390. Information structures for external storage, file processing, and information retrieval. Introduction to database systems, including design, normalization, dependency and concurrency theory. Models for representing data and relations among data elements, with primary emphasis on the relational model. Methods for assuring integrity, security, and high performance. Languages for data description and data manipulation, with emphasis on, and use of, SQL. An examination of current and future technological trends.

414 – Network Principles and Applications (3)
Prerequisite: Computer Science 305. This course provides an introduction to the basic principles of networking. Topics covered in the course include: network topologies, protocols, the OSI Model, methods of data transmission, error detection and correction, TCP/IP, network security and other topics as time permits. This course is theoretical and concept-oriented rather than consisting of the details of specific network packages.

415 – Artificial Intelligence (3)
Prerequisites: Computer Science 321 and 326. A historical overview of the field, including reasoning and learning models, heuristic search methods, knowledge representation, and natural language understanding. Techniques for designing software systems for logic programming, theorem proving, language and image understanding, and games of strategy. Implementations of expert systems, neural networks, and genetic algorithms. Introduction to Lisp and Prolog.

420 – Simulation Techniques (3)
Prerequisite: Computer Science 321. The SIMSCRIPT II.5 programming language is used to simulate systems such as an aircraft in flight or activities in a supermarket. Two disciplines are presented: the mathematically oriented continuous approach and the statistically based discrete-event approach.

425 – Parallel Processing (3)
Prerequisite: Computer Science 305. Introduces massive parallelism, shared-memory strategies, and message passing approaches. Other topics are synchronization, parallel algorithm development, performance measurements, degradation, granularity, interconnection networks, and processor communication strategies. Includes study of multi-computer topologies (e.g. rings, meshes, tori, and hypercubes) and topological embeddings. Programming tools may include Multi-Pascal, MPI, and C-Linda.

444 – Three Dimensional Computer Graphics (3)
Prerequisites: Computer Science 321, and Mathematics 300. The study of three-dimensional modeling involving the use of light, color, texture, and transformation; visible-surface detection; parallel and perspective projections; clipping algorithms.

470 through 477 – Selected Topics in Computer Science (3)
Prerequisite: Course Prerequisites apply. Treatment of selected topics in computer science. Most recently this has included topics such as Managing and Providing Internet Services and Network Principles and Applications. May be repeated for credit with a change in topic.

491 – Individual Study in Computer Science (1-3)
Prerequisite: Departmental permission. Individual study under the direction of a member of the department. Minimum gpa and course prerequisites apply. May be repeated for credit with a change in topic. Two semesters of 3-credits of study required for graduation with Departmental Honors.

499 – Internship (Credits variable)
Supervised off-campus experience, developed in consultation with the department. Only 3 credits may count toward the major and minimum gpa and course prerequisites apply.

DANCE

Department of Theatre and Dance

Gregg Stull, *Chair*

The Program in Dance

The dance program is designed for the general student with an interest in dance. Classes can be taken for physical education or elective credit.

The program in dance supports the active production program in the Department of Theatre and Dance. Students interested in dance audition for roles and work back-stage on the plays and musicals that are a part of the department's season.

The Goolrick Dance Suite houses two spacious dance studios with fully-equipped sound systems, plus a small rehearsal studio.

Master classes and performances by visiting artists enrich the program. In recent years the campus has hosted such artists as Gus Solomons, Dan Wagoner, Eric Hampton Dance, the Elegba Folklore Society, and the Richmond Ballet.

Dance Course Offerings

121, 122 – Beginning Ballet (1, 1)
For students satisfying the physical education requirement. S/U credit only.

123, 124 – Beginning Modern Dance (1, 1)
For students satisfying the physical education requirement. S/U credit only.

141, 142 – Beginning Jazz (1, 1)
For students satisfying the physical education requirement. S/U credit only.

225,226 – Summer Workshop (1-4,1-4)
Prerequisite: Permission of Department. An intensive course focused on the production of plays and musicals for the student interested in developing professional skills in the theatre. Cross listed as THEA 225,226. Does not fill the physical education requirement.

243 – Dance Improvisation (3)
Exploration of spontaneous dance composition through manipulation of spatial, temporal, and dynamic qualities of movement.

301, 302 – Intermediate Ballet (2, 2)
Ballet as a discipline, emphasizing exactness and precision of line, creative expression, and historical reference.

303, 304 – Intermediate Modern Dance (2, 2)
Study of the various techniques emphasizing alignment, strength, flexibility, and the aesthetic elements of dance.

305, 306 – Intermediate Jazz (2, 2)
Study of jazz dance techniques and exploration of movement as related to jazz music.

491, 492 – Individual Study (1–3 each)
Research, choreography, or composition of an approved creative project. By permission of the department.

499 – Internship (Credits variable)
Supervised, off-campus experience, developed in consultation with the department.

ECONOMICS

Department of Economics

Bradley A. Hansen, *Chair*
Steven A. Greenlaw, *Career Advisor*

Faculty

Professors
Steven A. Greenlaw
Robert S. Rycroft

Associate Professors
Bradley A. Hansen
Margaret A. Ray
Stephen P. Stageberg

The Economics Program

Economics is a method of analyzing human behavior in any environment subject to scarcity. As such, it provides insight into a wide range of social problems and issues, including unemployment, inflation, poverty, discrimination, international trade, the environment, and the role of government in society.

The Department of Economics offers a contemporary curriculum in economics within the framework of the liberal arts. With an emphasis on writing, speaking, computing, quantitative methods, and other research skills, graduates of our program are equipped with a general education to lead productive lives in the twenty-first century. The College's proximity to Washington, D.C., and a supportive local business community create stimulating internship opportunities. Economics majors regularly present original research at professional meetings, and co-edit the journal of undergraduate research in economics, *Issues in Political Economy.* Students with superior academic records who complete an original research project are eligible for honors.

Two organizations that promote the study of economics are associated with the department. The Economics Club encourages discussion of current issues, sponsors speakers and social events, and kindles interaction among students and faculty. It is open to all students. Omicron Delta Epsilon is a national economics honor society for students with superior academic records.

Each year, the department bestows four awards. The Henry W. Hewetson Award is presented to a graduating senior to honor academic achievement and service to the department. The other awards are scholarships to promote study in economics. The James Harvey Dodd Award is given to a junior economics major based on financial need and academic achievement. The Adam Smith Award is given to a graduating senior based on potential for graduate study. The Fred E. Miller Memorial Scholarship is awarded annually to a rising junior or senior who is double-majoring in Economics and Business Administration.

The recommended introductory courses are Economics 201 and 202. These courses prepare students for 300-level surveys on a variety of theoretical and applied topics. Further depth may be obtained by choosing 400-level courses in selected areas.

Requirements for the Major in Economics

Thirty-nine (39) credits, to include Economics 201, 202, 300, 303, 304, 361, 462; either Economics 374 or 375; and fifteen additional credits in upper-level economics courses.

Economics Course Offerings

100 – Economics of Social Issues (3)
This course surveys contemporary social issues, while focusing on economic aspects and using economic approaches.

201 – Principles of Macroeconomics (3)
One half of the two-semester introduction to economics and economic theory in the context of a general education course. Survey of economic activity in the economy as a whole, focusing on such issues as economic growth and business cycles, unemployment, and inflation.

202 – Principles of Microeconomics (3)
One half of the two-semester introduction to economics and economic theory in the context of a general education course. Economic analysis of households, firms, and markets.

300 – Introduction to Economic Analysis (3)
Prerequisites: Economics 201 and 202. One-semester introduction to the tools of economic analysis. Students will be introduced to economic research methods, including how to develop a good research question, how to do a literature search in economics, how to find and collect economic data, how to use statistical analysis to test economic models, as well as oral and written presentation skills.

301 – Mathematical Economics (3)
Prerequisites: Economics 201 and 202. Use of mathematical methods in economic analysis. Topics will include equilibrium analysis, comparative statics, and optimizations.

303 – Microeconomics (3)
Prerequisites: Economics 201 and 202. Systematic study of the role of the price system in

organizing economic activity and an evaluation of its effectiveness.

304 – Macroeconomics (3)
Prerequisites: Economics 201 and 202. Analysis of the determinants of macroeconomic activity including national income, employment, and the price level. Investigation of the capabilities and limits of government stabilization and growth policies.

311 – Industrial Economics (3)
Prerequisites: Economics 201 and 202. Case study analysis of different types of structural organization, behavior, and performance of industry

312 – Government and Business (3)
Prerequisites: Economics 201 and 202. The rationale for and impact of government participation in the marketplace.

321 – Money and Banking (3)
Prerequisites: Economics 201 and 202. Analysis of financial instruments, markets and intermediaries and monetary policy.

322 – Investment Analysis (3)
Prerequisites: Economics 201 and 202. Introduction to portfolio theory and the evaluation of investment alternatives. Topics include the stock market and the valuation of securities.

331 – Environmental and Resource Economics (3)
Prerequisites: Economics 201 and 202. The application of economic methods to analysis of environmental and natural resource issues. Public policy issues will also be considered.

332 – Economics of Health (3)
Prerequisites: Economics 201 and 202. A survey of market behavior, institutions, and public policy in the provision of health services.

341 – Public Finance (3)
Prerequisites: Economics 201 and 202. Economic analysis of the impact of government spending and taxation on the allocation of resources and distribution of income.

342- Law and Economics (3)
Prerequisites: Economics 201 and 202. Economic analysis of legal rules and institutions.

351 – Poverty, Affluence, and Equality (3)
Prerequisites: Economics 201 and 202. Economic analysis of the distributions of income and wealth, poverty, and discrimination.

352 – Labor Economics (3)
Prerequisites: Economics 201 and 202. Economics of labor force participation, occupational choice, education and training, mobility, compensation systems, productivity and unemployment. Specific topics at discretion of instructor.

353 – Economics of Labor Unions (3)
Prerequisites: Economics 201 and 202. Economic analysis of labor unions and collective bargaining.

354 – Urban and Regional Economics (3)
Prerequisites: Economics 201 and 202. An economic analysis of contemporary urban topics including location theory and economic structure of cities, growth and development of central cities and ghettos, housing, transportation, poverty, crime, and fiscal issues.

361 – Introductory Econometrics (3)
Prerequisites: Economics 201 and 202. An introduction to the statistical methods used in economics.

374 – History of Economic Thought (3)
Prerequisites: Economics 201 and 202. A survey of economic analysis from antiquity to the 20th century. Focus on the 18th and 19th centuries.

375 – American Economic History (3)
Prerequisites: Economics 201 and 202. The study of factors contributing to the economic development of the United States.

382 – International Economics (3)
Prerequisites: Economics 201 and 202. An introduction to international trade, the balance of payments, exchange rate determination, and related issues of international economic policy.

383 – Comparative Economic Systems (3)
Prerequisites: Economics 201 and 202. Comparison of the institutions that govern the production and distribution of goods and services in different countries. Focus on the evolution of institutions and their influence on economic performance.

384 – Economic Development (3)
Prerequisites: Economics 201 and 202. An introduction to theories of economic development. Focus on current problems of developing countries.

405 – Contemporary Economic Issues (3)
Prerequisites: Economics 201, 202, 303 and 304. Discussion of contemporary issues in economic theory and policy.

431 – Global Environmental Issues (3)
Prerequisite: Economics 201, 202. The application of economic methods to the analysis of environmental issues of global concern,

including global warming, acid rain, wildlife resources, ocean pollution, and toxic waste. In-depth treatment of contemporary international environmental policy debates.

462 – Economic Forecasting (3)
Prerequisite: Economics 201, 202, 361. Specification, estimation, evaluation, and simulation of forecasting models.

482 – International Finance (3)
Prerequisite: Economics 201, 202. Survey of the major topics in contemporary international finance: exchange rate determination, Eurocurrency markets and international banking, currency speculation, European Monetary Union, and the Asian Financial Crisis.

488 – Seminar in Economics (3)
Prerequisites: Economics 201 and 202. Special topics of interest to faculty and students.

491 – Individual Study in Economics (3)
Prerequisites: Economics 201 and 202. Directed individual research on an approved topic in economics. Required for honors in economics.

499 – Internship (Credits variable)
Prerequisites: Economics 201 and 202. Supervised off-campus experience, developed in consultation with the department. (Up to six hours may count in the major.)

EDUCATION

Department of Education

Venitta C. McCall, *Chair*
Sandra R. White, *Career Advisor*

Faculty

Professors
Marie P. Sheckels
Associate Professors
Wendy Atwell-Vasey
Venitta C. McCall
George R. Meadows
Sandra R. White
Assistant Professors
Jennifer J. Jakubecy
Dale L. Wright

The Education Program

The Department of Education offers, as electives toward the degree, courses designed to prepare the liberal arts student to meet requirements for licensure as a teacher. The Teacher Education Program at the College is approved by the Virginia Department of Education, the State Council of Higher Education of Virginia, and the National Association of State Directors of Teacher Education and Certification.

The department offers opportunities for leadership, honors, and scholarships. All students who gain admission to the program are eligible to join the Student Education Association. Students with high academic achievement are invited to become members of the Nu Xi Chapter of Kappa Delta Pi, an international honor society in education. An Outstanding Education Student Award is given to students who excel in supervised teaching, academic achievement, and leadership. Students in the Teacher Education Program have the opportunity to apply for a variety of scholarships.

Those students who are pursuing licensure at the elementary (preK-6) level are required to enter the Department of Education's Master of Science in Elementary Education Program which is a five-year undergraduate-graduate program. Students complete 30 credits of education coursework and field experiences at the undergraduate level; graduate with their class receiving their B.A., B.S. or B.L.S. degree with a liberal arts or sciences major; and return for one more year during which they complete graduate education coursework, an internship, and a research study (30 total graduate credits).

The department also offers an undergraduate program only for students pursuing licensure at the preK-12 levels in Art, Foreign Language (French, German, Latin, Spanish) and Music, and at the secondary levels (6-12) in each of the following areas: Biology, Chemistry, Computer Science, Economics, English, Environmental Science, Geography, Government, History, History and Social Science, Mathematics, and Physics.

Students in the MWC Teacher Education Program must complete general education requirements, a liberal arts or sciences major, and professional studies (education coursework) requirements. Consequently, students interested in seeking credentials to teach should contact the Department of Education as early in their college career as possible and must attend an Education Department Group Information Session on the Teacher Education Program. The professional studies component provides students with background knowledge and experience in curriculum planning and implementation with a focus on teaching the national and state standards from a constructivist-developmental approach.

Throughout the program, students gain experiences and skill in monitoring their own professional growth through research, reflection, and problem solving. All courses except one require students to complete field experiences in the public schools.

Admission and Requirements

Admission to the Teacher Education Program is by application directly to the Department of Education.

Teacher Education Program Group Information Sessions are offered throughout the academic year. Attendance at one of these sessions is among the requirements for acceptance into the introductory course, Education 203 (elementary) or 204 (secondary/preK-12). At these sessions, students are informed of the required minimum standards of performance and are asked to apprise the department of requests for accommodations.

After the students pursuing elementary licensure successfully complete Education 203, they are assigned to a professional studies cohort that is determined by the year that they will complete the graduate coursework. After students pursuing secondary or preK-12 licensure successfully complete Education 204, they are assigned to a professional studies cohort that is determined by the semester that they plan to complete the student teaching experience. Admission into the Teacher Education Program is competitive and is based on academic achievement in the liberal arts

degree requirements and on other indications of potential in meeting the program goals. To continue in the program, students are responsible for following the regulations and application deadlines explained on the Department of Education web page and in the Teacher Education Handbook distributed to students in Education 203 and 204. In addition to meeting the minimum standards of performance, demonstrating the potential to meet the program goals, and successfully completing required general education courses, students must: (a) maintain good academic standing with a 2.5 G.P.A. or better; (b) achieve a G.P.A. of 3.0 or better on the required professional education courses; and (c) achieve satisfactory evaluations in all field experiences. In addition, students who apply for the fifth year or graduate year of the M.S. in Elementary Education must achieve passing scores on Praxis I.

Successful completion of the program and recommendation for licensure to the Virginia Department of Education are contingent upon: (a) a 2.5 G.P.A. in the major and overall, and a 3.0 in the professional studies sequence (undergraduate and graduate); (b) completion of all degree requirements; (c) a grade of "C" or better in the Teaching Internship (elementary only) or student teaching (secondary and preK-12); (d) achieving passing scores on Praxis I and Praxis II as required and established by the Virginia State Board of Education.

Elementary (preK-6) **Undergraduate Endorsement Requirements:** Education 203, Math 204, Education 303, 305, 311, 371, 373, 383 and 420. **Graduate Courses:** Education 510, 512, 513, 514, and 540.

Secondary (Grades 6-12) **Endorsement Requirements:** Education 204, Appropriate discipline-specific course from Education 321, 322, 323, or 324, plus Education 351, 381, 420, and 440.

Art (preK-12) **Endorsement Requirements:** Education 204, 311, 320, 351, 381, 420, and 440.

Foreign Language (preK-12) **Endorsement Requirements:** Education 204, 319, 351, 381, 420 and 440. In addition, select one of the following: Education 311, 371, or 383.

Music (preK-12) **Endorsement Requirements:** Education 204, 311, 318, 381, 420, 440, MUED 491A, and MUED 491B.

Education Course Offerings

203 – Introduction to Learning and Teaching: Elementary (3)

204 – Introduction to Learning and Teaching: Secondary and K-12 (3)
Prerequisite: Admission is by application to the Department of Education. Students must have attained a 2.5 G.P.A. or better on at least 12 MWC credits and have attended a Department of Education Group Information Session. Education 203/204 will provide beginning students with an introduction to learning and teaching in public schools. The primary goal for this course is "learning how to learn to teach" which will be accomplished through field experience, cooperative learning activities, class discussion, and lecture. Education 203/204 is a survey course - each of the major topics (classroom management, student motivation, curriculum, instruction, and professionalism) introduced in this course will be examined more thoroughly in both content and field experience in subsequent course work and practica. Field experience required.

303 – Scientific Inquiry (4)
Prerequisite: Education 203, Introduction to Learning and Teaching. Planning and instructional skills for teaching science in the elementary classroom. Provides students training and practice in using an assortment of developmentally appropriate teaching methods for elementary level science. Also provides students with an understanding of the current Virginia Standards of Learning for Elementary Science and how instruction may be designed to meet the requirements of those Standards. Field experience required.

305 – Mathematical Concepts and Methods II (3)
Prerequisites: Education 203, Introduction to Learning and Teaching; Mathematics 204, Mathematical Concepts and Methods I. Mathematical concepts and methods of teaching for the elementary school. Topics include geometry, measurement, probability and statistics. Field experience required.

311 – Literature and the Arts in the Elementary Classroom (3)
Prerequisite: Education 203, Introduction to Learning and Teaching. Educational approaches that encourage children's expressive development through the integration of literature, the arts, and media throughout the elementary curriculum. Students will read a variety of genres of children's literature and learn basic information about dance, drama, visual arts, and music, as well as strategies for teaching science, math, social studies, reading and language using children's literature and these art forms. Field experience required.

318 – The Teaching of Music (4)
Prerequisite: Education 204. Relates the diagnostic-prescriptive approach to the teaching of music and introduces developmental approaches to teaching. Field experience in grades preK-12 required.

319 – The Teaching of Foreign Language (4)
Prerequisite: Education 204. Relates the diagnostic-prescriptive approach to the teaching of foreign language and introduces the developmental approaches to teaching. Field experience in grades preK-12 required.

320 – The Teaching of Art (4)
Prerequisite: Education 204. Relates the diagnostic-prescriptive approach to the teaching of art and introduces the developmental approaches to teaching. Field experience in grades preK-12 required.

321 – The Teaching of Mathematics and Computer Science (4)
Prerequisite: Education 204. Relates the diagnostic-prescriptive approach to the teaching of mathematics and computer science and introduces the developmental approaches to teaching. Field experience required.

322 – The Teaching of Social Sciences (4)
Prerequisite: Education 204. Relates the diagnostic-prescriptive approach to the teaching of social sciences and introduces the developmental approaches to teaching. Field experience required.

323 – The Teaching of Sciences (4)
Prerequisite: Education 204. Relates the diagnostic-prescriptive approach to the teaching of sciences and introduces the developmental approaches to teaching. Field experience required.

324 – The Teaching of English (including Drama, Speech and Journalism) (4)
Prerequisite: Education 204. Relates the diagnostic-prescriptive approach to the teaching of English and introduces the developmental approaches to teaching. Field experience required.

351 – Constructivist Teaching in the Secondary School (4)
Prerequisite: Education 204. An overview of developmental approaches, with emphasis on recognizing language and thinking processes as the underpinnings of middle and secondary school teaching. Field experience required.

371 – Language Development and Literacy Instruction: Primary (4)
Prerequisite: Education 203. Study of language development and learner-sensitive approaches to early childhood literacy instruction for emerging readers. Focus is on teaching and assessment strategies for literacy instruction in the primary grades (K-3). Field experience required.

373 – Language Development and Literacy Instruction: Intermediate (3)
Prerequisites: Education 203 and Education 371. Study of learner-sensitive approaches to intermediate childhood literacy instruction with emphasis on reading in the content areas. Focus is on teaching and assessment strategies for literacy instruction in the intermediate (4-6) grades. Field experience required.

381 - Student Academic and Behavioral Diversity in the Secondary Classroom (3)
Prerequisite: Education 204. Study of understanding and accommodating diverse student populations in secondary classrooms. Focus is on instructional differentiation, special education, classroom management, and discipline strategies. Field experience required.

383 - Classroom Management Strategies and Social Studies Methods (3)
Prerequisite: Education 203. Study of understanding and accommodating diverse student populations in elementary classrooms. Focus is on special education, classroom management, discipline strategies, and methods relating to the elementary classroom social studies curriculum. Field experience required.

420 – The Professional Teacher and Critical Issues in Education (3)
Prerequisites: Education 203 or 204, and at least two additional education courses. Prospective teachers become independent, reflective decision-makers by critically examining the philosophical, ethical, historical, legal, and social contexts of the American school.

439 – Classroom Teaching and Research (3)
Prerequisites: Education 420 and permission of department. Student teachers reflect on the lessons and programs they design by applying problem-solving and decision-making techniques to the task of elementary school teaching. Taken concurrently with Education 440.

440 – Supervised Teaching (9)
Prerequisites: Education 420 and permission of the Department. Orientation to teaching under the direction of cooperating teachers in the public schools.

441, 442, 443 – Supervision Seminar for Cooperating Teachers (2 each)
Prerequisite: Selection to serve as a cooperating teacher. A sequence of seminars in educational supervision available only to classroom teachers serving as cooperating teachers to Mary Washington College student teachers.

472 – Special Topics in Education (1-6)
Prerequisite: Permission of the Department. Specific subject content to be determined by interest of faculty and students. A maximum of six credits may count in a teacher licensure program.

499 – Internship (credits variable)
Supervised off-campus experience developed in consultation with the department. May not be used to satisfy required professional education coursework. A maximum of three credits may count in the teacher licensure program.

510 – The Inclusive Classroom (4)
Prerequisite: Admission to the M.S. degree program. Study of instructional methods to differentiate the curriculum and academic environment for learners with and without special needs. Field experience required.

512, 513 – Research and Curriculum Specialization I, II (6, 4)
Prerequisite: Admission to the M.S. degree program. Study of advanced content area teaching methods, research techniques, and methodology as preparation to conduct classroom-based teacher research. Field experience required.

514 – Constructivist and Developmental Teaching in the Elementary School (4)
Prerequisite: Admission to the M.S. degree program. Relates the theories of development and learning, brain research, and multiple intelligences to planning and instruction in the elementary classroom. Field experience required.

540 – Teaching Internship (12)
Prerequisite: Admission to the M.S. degree program. Orientation to teaching under the direction of cooperating teachers in the public schools. Implementation of action research project in a public school classroom.

EDUCATION DEPARTMENT TITLE II REPORT FOR 2001-2002

The Mary Washington College Department of Education submitted an Institutional Report to the Virginia Department of Education providing data on students completing the Teacher Education Program during the academic year 2000-2001. "Completers" of the MWC Program must achieve passing scores (determined by the Virginia Department of Education) on Praxis I and Praxis II. Forty-One completers are represented in the following information:

Basic Skills — Number of Completers

Taking Praxis I Paper and Pencil Test (PPST) Reading:	26
Passing Praxis I PPST Reading:	26
Institutional Pass Rate on PPST Reading:	100%
Taking Praxis I Computer-Based Test (CBT) Reading:	13
Passing Praxis I Computer-Based Test (CBT) Reading:	13
Institutional Pass Rate on CBT Reading:	100%
Taking Praxis I PPST Writing:	24
Passing Praxis I PPST Writing:	24
Institutional Pass Rate on PPST Writing:	100%
Taking Praxis I CBT Writing:	14
Passing Praxis I CBT Writing:	14
Institutional Pass Rate on CBT Writing:	100%
Taking Praxis I PPST Mathematics:	26
Passing Praxis I PPST Mathematics:	24
Institutional Pass Rate on PPST Mathematics:	92%
Taking Praxis I CBT Mathematics:	13
Passing Praxis I CBT Mathematics:	12
Institutional Pass Rate on CBT Mathematics:	92%

Academic Content Areas — Number of Completers Taking

Eng Lang Lit Comp: Content Knowledge:	4*
Mathematics: Content Knowledge:	1*
Social Studies: Content Knowledge:	3*
Music: Content Knowledge:	2*
Biology: Content Knowledge:	1*

**Number too small to calculate pass rate.*

Aggregate – Basic Skills (all Praxis I): Number of Completers

Taking Praxis I (PPST & CBT) — Reading, Writing, Mathematics:	41
Passing Praxis I (PPST & CBT)— Reading, Writing, Mathematics:	41
Institutional Pass Rate:	100%

Aggregate – All Academic Content Areas: Number of Completers

Taking Academic Content Areas:	18
Passing Academic Content Areas:	18
Institutional Pass Rate:	100%

Summary Totals for Completers and Pass Rates

Number taking all Assessments:	41
Number passing all Assessments:	41
Institutional Pass Rate:	100%

Other Information Reported for Academic Year 2001-2002:

Students enrolled:	244
Students enrolled in supervised student teaching:	50
Full-time faculty supervising student teaching:	6
Part-time faculty supervising student teaching:	0
Student/faculty ratio:	5.56

Average number of hours required of students in supervised Teaching: 30 hours per week, 13 weeks per semester, 390 hours for the semester.

ENGLISH

Department of English, Linguistics, and Speech

William Kemp, *Chair*
Marie McAllister, *Career Advisor*

Faculty

Professors
Taddesse Adera
William Kemp
Teresa A. Kennedy

Associate Professors
W. Gardner Campbell
Claudia Emerson
James M. Harding
Marie E. McAllister
Mary B. Rigsby
Stephen H. Watkins

Assistant Professors
Christofer Foss
Warren G. Rochelle
Mara Scanlon

Senior Lecturer
Constance F. Smith

The Program in English

English faculty strive to inspire in students a love for literature and for writing, to help students develop analytical and critical skills, and to guide students in improving their writing.

The program offers courses appropriate to students at all levels. English 101 is the college's introductory writing course, required of most students. Except for English 295, courses on the 200-level are designed for students from all disciplines. Courses on the 300-level may also appeal to a diverse audience but require a more sophisticated study of texts and more advanced writing. Courses on the 400-level offer a seminar experience in which students study a topic or theme in depth, frequently take charge of class discussions, and produce a major paper or project. To facilitate discussion and individual attention, the department limits enrollment in many classes to 15 to 25 students. Some courses accommodate enrollments up to 35. Team-taught surveys allow larger enrollments but incorporate smaller discussion sessions once or twice a week.

Students who pursue a major in English become familiar with the language, with literary theory, and with a variety of literatures in the language, including works outside the recognized canons. They practice literary and linguistic analysis, and they develop as writers of different modes and genres. While the major requires certain courses and categories of courses, it also allows the individual student the flexibility to emphasize an area of special interest such as literature, journalism, creative writing, linguistics, or speech.

Many juniors and seniors enroll in internships to test classroom knowledge in the outside world and to explore career interests. Juniors and seniors of appropriate academic standing may also elect to pursue individual studies. And an increasing number of students choose to study abroad for a semester.

Upon graduation, English majors go in many directions. About 20 percent enter teaching. Others go to graduate and professional schools. Still others take jobs in journalism, public relations, government, and business. Graduates of the English program report that the skill they acquired that employers value most is good writing. In nourishing good communication and analytical skills, the program prepares students to enter many fields.

The Department of English, Linguistics, and Speech is committed to the aggressive recruitment of minority faculty and students.

Requirements for the English Major

Thirty-nine credits in English, Linguistics, and Speech courses, as follows: Linguistics 101; English 295; two upper-level English courses dealing with literature written before 1800; one upper-level English course dealing principally with literature of historically marginalized people; one upper-level English course in American literature (cannot be the same course that satisfies the requirement for a course in the literature of historically marginalized people); one upper-level English writing course; Linguistics 301, 302, or 305; one 400-level seminar; and twelve additional credits selected from the following: English 200, any of the department's 300- and 400-level courses, and department-sponsored internships and individual studies.

English Course Offerings

101 – Writing Workshop (3)
Instruction and practice in the fundamental techniques of expository and argumentative writing: organization, development, coherence, research methods, mechanics. Frequent workshop approach, with group and tutorial work.

200 – Newsgathering (3)
An introduction to the techniques of newsgathering, including practice in interviewing, reporting, and writing various kinds of news stories.

201 – Advanced Composition (3)
Development of flexible and effective expository prose through analysis of models and practice with styles and techniques.

205 – The Art of Literature (3)
An introductory course emphasizing the development of the genres of poetry, prose fiction, non-fiction, and drama. Using a historical perspective, students study the role of the reader, the surrounding culture, and the language of the text. The course offers students the tools of critical analysis and encourages the pleasures of close reading and the exchange of ideas.

206 – Global Issues in Literature (3)
An introductory course exploring multiple perspectives on a selected global theme or issue as expressed in literature. Attending to the pleasures of literature, the role of the reader, the language of the text, and the social context of literature, the course includes both historical and contemporary texts in traditional and non-traditional forms. It explores the contact zone between Anglo-European perspectives and disparate world cultures outside Western Europe and North America.

243 – Women in Literature (3)
Study of literature by or about women.

245 – Introduction to Film Studies (3)
Equips students to analyze and understand the art of film. Emphasizes narrative film (the dominant mode of filmmaking) within the Anglophone tradition (the dominant cultural producer of film).

251 – Issues in Literature (3)
Significant literary figures, movements, and topics. Specific topics vary.

295 – Introduction to Literary Studies (3)
An introduction to the rewarding complexities of reading literature. The course introduces students to literary theory and its applications, offers a framework for understanding the historical evolution of literary studies, and introduces students to a range of approaches to the study of texts. The course includes practice in writing commentary on literature. Required for the English major.

300 – Principles of Newspaper Writing (3)
Prerequisite: English 200 or permission of the instructor. Practice in writing, reporting, editing, and laying out various kinds of news stories.

301 – Principles of Magazine Writing (3)
Prerequisite: English 200 or permission of the instructor. Practice in writing, reporting, editing, and laying out various kinds of magazine articles, with emphasis on feature writing.

302 – Introduction to Creative Writing (3)
Prerequisite: English 205 or permission of the instructor. Introduction to writing fiction and poetry. Primary emphasis on developing students' abilities to write creatively, with periodic attention to examples from established writers.

304 – Creative Writing: Poetry (3)
Prerequisite English 302 or permission of the instructor. An intermediate workshop focused on poetic techniques and writing poetry.

305 – Creative Writing: Fiction (3)
Prerequisite: English 302 or permission of the instructor. An intermediate workshop focused on narrative techniques and writing short fiction.

306 – Topics in Writing (3)
Practice in writing in certain styles and forms. Consult Schedule of Courses for specific topics and prerequisites.

307 – The Writing Process (3)
Study and practice of writing as a several-stage process, development of an understanding of what is good writing, development of the ability to criticize constructively one's own writing and the writing of others.

309 – Chaucer and His Age (3)
The study of popular literature in England during the middle ages, with emphasis on Chaucer's *Canterbury Tales,* Anglo-Saxon heroic narrative, Piers Plowman, and the origins of medieval drama.

310 – The Courtly Tradition in Medieval Literature (3)
Development of courtly literature in medieval England, including Chaucer's *Troilus and Creseyde,* works of the Gawain poet, love lyrics, and native Arthurian material.

315 – English Drama through the Restoration (3)
Origins and development of English drama through the Restoration. Includes miracle and morality plays, and Elizabethan, Jacobean, and Restoration drama.

316 – Renaissance and Baroque Literature (3)
English nondramatic literature of the 16th and 17th centuries emphasizing Sidney, Spenser, Donne, Jonson, and Milton.

319 – Shakespeare: The Early Plays (3)
Shakespeare's early development, focusing on the comedies and history plays.

320 – Shakespeare: The Later Plays (3)
Shakespeare's later development, focusing on the tragedies, problem plays, and final romances.

325 – Restoration and Early Eighteenth-Century Literature (3)
British literature from 1660-1740. Poetry, plays, and novels by Dryden, Behn, Swift, Pope, Defoe, Fielding, or others. Emphasis on satire and the birth of the novel.

326 – Late Eighteenth-Century British Literature (3)
Novels, poetry, plays, and nonfiction by such writers as Johnson, Burney, Equiano, Sheridan, Austen, and Blake. Emphasis on cultural controversies and literary experimentation.

333 – The British Novel to 1945 (3)
Growth of the English novel from its origins to the Second World War.

334 – The American Novel to 1945 (3)
Growth of the American novel from its origins to the Second World War.

335 – British Romantic Literature (3)
Late 18th- and early 19th-century British literature. Emphasis on topical focus points such as the French Revolution and abolition. Writers include Keats, More, Robinson, P. B. Shelley, Wollstonecraft, and W. Wordsworth.

336 – Victorian Literature (3)
British literature from 1830-1914. Emphasis on topical focus points such as The Woman Question and imperialism. Writers include E. B. Browning, R. Browning, Dickens, C. Rossetti, Tennyson, and Wilde.

345 – Film, Text, and Culture (3)
Advanced study in narrative and non-narrative films, focusing on the analysis of films as texts and in relation to other texts (literary, visual, musical, etc.). Consideration of film texts as they originate in, and express, human society.

351 – African-American Literature (3)
A chronological exploration of poetry, slave narratives, autobiographies, non-fiction, short stories, novels, and plays written by people of African descent in the United States. In addition to its primary focus on literature, the course also explores the interconnections between African-American literature and history, politics, psychology, popular culture, and economics.

355 – American Romanticism (3)
Literary romanticism in 19th century American prose and poetry. Includes Hawthorne, Melville, Thoreau, Whitman, Dickinson, and others.

356 – American Realism (3)
Literary realism in American prose and poetry of the 19th- and early 20th-centuries. Includes James, Dreiser, Twain, and others.

357 – Southern Literature (3)
The literature of the American South, from the nineteenth century through the Modern Southern Renaissance.

360 – The Literature of Resistance (3)
Studies in modern literature dealing with current international socio-political conflicts in such regions as Ireland, the Middle East, and South Africa.

365 – Modern Literature–Emphasis Drama (3)
Studies the development of modern dramatic literature and its aesthetic, political and performative contexts. The course examines not only the work of individual playwrights but also that of directors, theorists and theatre scholars.

366 – Modern Literature–Emphasis Poetry (3)
Explorations of modern themes and techniques in the works of major modern writers, chiefly British and American.

368 – African Literature (3)
Major themes, movements, significant literary figures and problems in twentieth-century African literature.

370 – Contemporary Poetry and Drama (3)
Contemporary poetry and drama, primarily British and American.

373 – Contemporary British and American Fiction (3)
Fiction in Britain and America since the Second World War.

375, 376 – Special Studies (3,3)
Studies in significant literary figures, movements, and topics. Consult Schedule of Courses for specific topics.

378 — Science Fiction (3)
A study of the development of science fiction as literature in a social and historical context, with an emphasis on contemporary works. Students will explore the genre through the major

themes and motifs, and as a phenomenon of popular culture.

380 – Practicum in Journalism (1)
Students will review, study, and practice principles of sound journalism in reporting, editing, opinion-writing, and layout and design for the Mary Washington College student newspaper, *The Bullet.* May be repeated for a total of eight credits; four may be counted in the English major.

381 – British Literature to 1800 (3)
Prerequisite: sophomore standing or permission of the department chair. Survey of British literature from the Anglo-Saxon period to roughly 1800, not including Romanticism.

382 – British Literature from 1800 to the Present (3)
Prerequisite: sophomore standing or permission of the department chair. Survey of British literature from Romanticism to the present.

383 – Survey of American Literature (3)
Prerequisite: sophomore standing or permission of the department chair. Survey of American literature from colonial times to the present.

400 – Grellet and Dorothy Simpson Summer Institute in Medieval Studies (6)
Prerequisite: Permission of instructor. An intensive summer institute in a seminar format, this course provides the opportunity for independent undergraduate research on a variety of topics appropriate to medieval studies. Intensive discussion sessions directed by a variety of scholars from inside and outside the College faculty will guide students, ensuring the timeliness and currency of their research.

411 – Studies in Drama (3)
Major problems, themes, movements, or figures in drama. Consult Schedule of Courses for specific topics.

413 – Studies in Poetry (3)
Major problems, themes, movements, or figures in poetry. Consult Schedule of Courses for specific topics.

415 – Studies in the Novel (3)
Major problems, themes, movements, or figures in the novel. Consult Schedule of Courses for specific topics.

445 – Studies in English Literature to 1600 (3)
Significant figures, movements, themes, or problems in English literature to 1600. Consult Schedule of Courses for specific topics.

447 – Studies in English Literature, 1600–1800 (3)
Significant figures, movements, themes, or problems in English literature, 1600–1800. Consult Schedule of Courses for specific topics.

449 – Studies in English Literature, 1800–Present (3)
Significant figures, movements, themes, or problems in English literature, 1800 to the present. Consult Schedule of Courses for specific topics.

455 – Studies in American Literature to 1900 (3)
Significant figures, movements, themes, or problems in American literature through the 19th century. Consult Schedule of Courses for specific topics.

457 – Studies in American Literature, 1900–Present (3)
Significant figures, movements, themes, or problems in American literature of the 20th century. Consult Schedule of Courses for specific topics.

460 – Seminar in Critical Theory (3)
Prerequisites: English 295 or permission of the instructor. Significant figures, movements, themes, and methodologies in critical theory. Consult Schedule of Courses for specific topics.

470 – Seminar in Creative Writing (3)
Prerequisites: English 302; 304 or 305; and permission of the instructor. Advanced workshop in creative writing.

474 – Seminar in John Milton (3)
A study of the writing of John Milton, from his earliest works to *Paradise Lost.*

480 – The Peer Tutoring of Writing (1)
Prerequisites: One writing course or writing intensive course beyond English 101, and permission of the instructor. The review and study of principles of effective writing, study of writing formats and expectations for various disciplines, and training in tutoring fellow students. May be repeated for a total of four credits.

491, 492 – Individual Study (3, 3)
Individual study under the direction of a member of the staff. By permission of the department. Only three credits of individual study may be counted toward the English major.

499 – Internship (1–6)
Supervised off-campus experience, developed in consultation with the department. Up to three credits may be counted toward the English major.

ENVIRONMENTAL SCIENCE

Department of Environmental Science and Geology

Grant R. Woodwell, *Chair*
Michael L. Bass, *Career Advisor*

Faculty

Professors
Michael L. Bass
Grant R. Woodwell
Associate Professor
Jodie L. Hayob
Assistant Professors
Neil E. Tibert
Charles E. Whipkey

The Environmental Science Program

The Environmental Science major promotes the study of our environment and the impact that human activities have on natural systems. Majors may choose either a natural science or a social science perspective according to their interest.

The Natural Science track provides a background in biology, chemistry, and geology. Analytical skills acquired in this program, coupled with an appreciation of socioeconomic considerations, will prepare the student to evaluate environmental problems and work on solutions with the limits of societal resources in mind.

The Social Sciences track focuses on the economic, political, and sociological impact of humans on the environment. This program, coupled with an appreciation of the biotic and physical parameters of the environment, prepares students to evaluate government, industry, and environmentalist positions on environmental issues.

The interdisciplinary nature of the Environmental Science program permits students to select classes from a wide range of course offerings in order to best prepare for personal career goals.

Environmental laws and regulations have produced an increased demand by industry and all levels of government for people trained in the environmental sciences. Both tracks provide a strong background for advanced study or allow placement directly in a variety of career areas. Majors who have the appropriate academic record may use Environmental Science 481 and 491 to pursue Honors in Environmental Science. Financial support for student research is available.

Equipment for ecological studies in terrestrial, fresh water, and marine environments includes live animal traps, plankton and insect nets, seines, dissolved oxygen, conductivity, and pH meters and GPS instruments. There is access to a small fleet of boats including one equipped for trawling and dredging, and fresh and salt water aquaria. In addition, the Department has modern lab facilities including numerous networked computers equipped with GIS software.

Core Requirements for the Environmental Science Major

Forty (40) credits, including Environmental Science 110 and 460; Biology 311 or 322; Chemistry 211 or 252; Economics 331; Geography 310 or Sociology 314; Geography 210; Geology 111; 13 credits from courses in one of the following options to form an approved, cohesive program with no more than three courses taken in any one discipline:

Major Electives for the Natural Sciences Track:

Biology 211, 231, 250, 311, 312, 321, 322, 323, 341, 363, 364, 371, 372, 411, 422, 424, 425, 426, 427, 451, 471; Chemistry 211, 212, 252, 317, 318, 319, 320, 331, 332, 471; Economics 405, 431, 488; Environmental Science 205, 210, 211, 305, 306, 320, 421, 481, 491, 499; Geography 211, 250, 310, 330, 340, 351; Geology 112, 205, 210, 211, 221, 301, 305, 306, 320.

Major Electives for the Social Sciences Track:

Anthropology 102; Biology 250, 411, 424, 425, 426, 427, 451, 471; Economics 312, 332, 341, 354, 384, 405, 431, 488; Environmental Science 205, 210, 211, 305, 306, 320, 421, 481, 491, 499; Geography 211, 250, 310, 330, 336, 337, 339, 340, 351; Geology 205, 305, 306; Political Science 332; Sociology 313, 314.

Prerequisite Courses

Biology 121,122 and 210, Chemistry 111 and 112, and Economics 201 and 202 are prerequisite to courses in the major program. Political Science 101 and 102 are prerequisites to courses that might be included in the major program. Students expecting to concentrate in Environmental Science should consider taking these courses as general education requirements or as electives.

Environmental Science Course Offerings

110 – Introduction to Environmental Science (3)
Humans and the environment as viewed from the social and natural sciences.

205 – Computer Applications in Environmental Science and Geology (3)
This course emphasizes the acquisition of spatial data and their display and manipulation within geographic information system software. The class also includes an introduction to the use of global positioning system instruments for data collection. Cross-listed as Geology 205.

210 – Oceanography (3)
Prerequisite: Geology 111. An introduction to the oceans. Physical and chemical processes affecting seawater; the geology of the seafloor; biological productivity in the oceans; and environmental challenges involving the oceans. Cross-listed as Geology 210.

211 - Oceanography Laboratory (1)
Prerequisite or corequisite: Environmental Science/Geology 210. Laboratory investigation of the chemical and physical properties of seawater; the tides; bathymetric measurements; coastal navigation; and marine biological processes. One or more field trips may be scheduled. Cross-listed as Geology 211.

305 - Introduction to Hydrology (3)
Prerequisite: Geology 111. Calculus and high school physics and chemistry recommended. An introduction to surface water and groundwater flow; the hydrologic cycle; aquifer testing; flow to wells; the chemistry of natural waters; and contaminant transport. Cross-listed as Geology 305.

306 - Introductory Hydrology Laboratory (1)
Prerequisite or corequisite: Environmental Science/Geology 305. The basics of hydrologic practice, including preparation of hydrogeologic maps and cross sections; field and lab instruments; aquifer testing; analysis of soil and sediment; and examination of hydrologic case studies. Several local field exercises are included. Cross-listed as Geology 306.

320 - Introduction to Geochemistry (3)
Prerequisite: Geology 111. Chemical processes operating at or near the surface of the Earth, in bedrock, soils, streams, the oceans and the atmosphere. Particular attention is given to global geochemical cycles and environmental applications. Cross-listed as Geology 320.

421 – Topics in Environmental Science (2–4)
This course will address a special topic in the environmental sciences, such as environmental regulations, environmental soil science, environmental audits, environmental toxicology, and environmental impact assessment. Open to junior and senior Environmental Science majors; others by permission of instructor.

460 – Environmental Science Seminar (2)
Multidisciplinary evaluation of environmental problems. Senior-level seminar for Environmental Science majors; others by permission of the instructor.

481 – Readings in Environmental Science (1–2)
Readings in Environmental Science literature selected by the student, who is guided by a faculty member. Open to junior and senior Environmental Science majors by permission of the department.

491 – Special Problems in Environmental Science (1–3)
Prerequisite: Environmental Science 481. Individual laboratory or field investigation supervised by a faculty member. Open to junior and senior Environmental Science majors with permission of the department.

499 – Internship (Credits variable)
Prerequisite: Junior or senior Environmental Science major in good academic standing with appropriate background. Supervised off-campus experience, developed in consultation with the department.

FRENCH

Department of Modern Foreign Languages

James F. Gaines, *Chair*
Marie A. Wellington, *Career Advisor*

Faculty

Professors
James F. Gaines
Marie A. Wellington
Associate Professor
Leonard R. Koos
Assistant Professor
Scott Powers

The French Program

Through courses in French, students gain linguistic proficiency, as well as understanding of the literatures and cultures of the French-speaking world. Laboratory facilities are used extensively to supplement classroom instruction. Upper-level classes are conducted primarily in French.

Double majors are possible, and non-majors may also take advantage of the language program. Students have the opportunity to reside in a campus residence area in which French is spoken and which sponsors various inter-cultural programs each year. The resident language director of this area is a native speaker of French.

The Department of Modern Foreign Languages cooperates with a variety of overseas study programs, advises and encourages students wishing to study abroad, and helps in planning their foreign study programs. Credits can be accepted from abroad to fulfill major requirements. An exchange program with the University of Valenciennes allows recently-graduated students to teach in France for a year. Summer study classes in Les Sables d'Olonne, France are offered in cooperation with West Virginia University.

Graduates in French may pursue careers in government or in private fields in which the knowledge of this language and culture is essential, including interpreting, translating, research, social services, education, or international business.

**For information regarding General Education language requirements for students not currently majoring in Modern Foreign Languages, please see page 47 in this Catalogue.*

Requirements for the French Major

Thirty-six (36) credits, including French 311, 312, 326, 327, 328, 411, 412, and 481; two courses chosen from French 313, 315, or 316; two additional French literature courses.

French Course Offerings

101, 102 – Beginning French (3, 3)
Prerequisite for 102: French 101 or equivalent. Grammar, composition, conversation, reading, laboratory use.

201, 202 – Intermediate French (3, 3)
Prerequisite for 201: French 102, or equivalent. Prerequisite for 202: French 201, or equivalent. Grammar review, reading, composition, laboratory use, oral work.

311, 312 – Studies in Language I (3, 3)
Prerequisite: French 202. Grammar, composition, reading, conversation.

313 – Business French (3)
Prerequisite: French 311 or 312. Especially designed for those who may be connected with businesses dealing in France or French-speaking countries.

315 – French Civilization I (3)
Prerequisite: French 311 or 312, or permission of the instructor. The intellectual, political, economic, and social developments of France from the Medieval to the Modern Periods.

316 – French Civilization II (3)
Prerequisite: French 311 or 312, or permission of the instructor. France's intellectual, political, economic, and social developments since World War II.

326, 327, 328 – Survey of French Literature I, II, III (3, 3, 3)
Prerequisite: 311 or 312. A chronological study of French literature from the medieval period through the late 20th century.

342 – Medieval and Renaissance Literature (3)
Prerequisites: Two segments of the literature survey, or permission of the instructor. Selections from such genres as the medieval courtly lai and popular fabliau through the sixteenth-century nouvelle.

351 – Seventeenth-Century Literature (3)
Prerequisites: Two segments of the literature survey, or permission of the instructor. Corneille, Moliere, Racine, and other representative works.

361 – Eighteenth-Century Literature (3)
Prerequisites: Two segments of the literature survey, or permission of the instructor. Philosophy, fiction, and theatre.

371 – Novel of the Nineteenth Century (3)
Prerequisites: Two segments of the literature survey, or permission of the instructor. Stendhal, Balzac, Flaubert, Zola, and short stories.

372 – Nineteenth-Century Poetry and Theater (3)
Prerequisites: Two segments of the literature survey, or permission of the instructor. Poetry from all periods of the century and some representative theatre.

381 – The Novel of the Twentieth Century (3)
Prerequisites: Two segments of the literature survey, or permission of the instructor. Proust, Robbe-Grillet, Sarraute, Camus, and other representative works.

382 – Twentieth-Century Theater (3)
Prerequisites: Two segments of the literature survey, or permission of the instructor. Artaud, Ionesco, Jarry, Beckett, and other representative works.

383 – Francophone Literature (3)
Prerequisites: Two segments of the literature survey or permission of the instructor. Representative works from the Maghreb, sub-Saharan Africa, the Caribbean, and French Beur literature.

411, 412 – Studies in Language II (3, 3)
Prerequisites: French 311, 312, and two segments of the literature survey. Advanced grammar, composition, conversation. Required of majors. Others by permission.

481 – Senior Seminar (3)
Selected topics. Required of and limited to senior majors.

491, 492 – Individual Study (3, 3)
Intensive study of one or more authors selected in consultation with instructor. By permission of the department.

499 – Internship (Credits variable)
Supervised off-campus experience, developed in consultation with the department. No credit toward major

GEOGRAPHY

Department of Geography

Joseph W. Nicholas, *Chair*
Stephen P. Hanna, *Career Advisor*

Faculty

Associate Professors
Stephen P. Hanna
Joseph W. Nicholas
Donald N. Rallis

Assistant Professors
Dawn S. Bowen
Farhang Rouhani

The Geography Program

Geography is the study of spatial variation, or the ways in which phenomena differ from place to place on the earth. Physical geography focuses on atmospheric, biologic, and geomorphic processes that combine to create the natural environments in which human activities take place. Human geography is concerned with the spatial distribution of people, their societies, economies, and cultures, and how these distributions have changed through time.

The Geography program at Mary Washington emphasizes the fundamentals of human and physical geography, trains students in a variety of geographic methods, and encourages students to begin specializations in thematic, regional, and technical subfields. It prepares students for many career opportunities in government and private industry, as well as for graduate studies in geography and planning. Recent graduates have begun careers as geographic information systems analysts, cartographers, urban and regional planners, resource and land use managers, and intelligence officers.

The facilities for geographic studies at Mary Washington include a well-equipped laboratory for the study and practice of cartography, GIS, and remote sensing, and a large collection of maps, aerial photographs, and other geographic imagery. The department hosts a chapter of Gamma Theta Upsilon, the International Geography Honorary Society.

Requirements for the Geography Major

Thirty-nine (39) credits, to include Geography 201 or 205, 210, 211, 221 or 222, 250 and 299; one course focusing on the geography of a foreign region (301 through 307 or 360); two systematic geography courses (310, 336, 337, 338, 339); one course in geographic techniques (330, 340, 351, 365); Geography 490; and additional elective geography courses as needed.

Geography Course Offerings

101 – World Regional Geography (3)
An appreciation of spatial patterns in the distribution of physical and human characteristics of the major regions of the world.

201 – Introduction to Geography (3)
An examination of the spatial patterns in human society and their impact on the evolution of past and present landscapes.

205 – Geography and Civilization (3)
An exploration of the interaction of space and time across the course of human history, using geographic concepts to analyze civilizations.

210 – Physical Geography I (4)
Foundational concepts of physical geography. Concentration on weather, climate, and world vegetation regions. Laboratory.

211 – Physical Geography II (4)
Survey of the processes, both tectonic and climatic, that shape the earth's surface. Laboratory.

221 – Geography of Eastern North America (3)
Regional geography of the eastern United States and Canada, stressing similarities and differences in land, life, and livelihood.

222 – Geography of Western North America (3)
Regional geography of the western United States and Canada, stressing similarities and differences in land, life, and livelihood.

250 – Elements of Cartography (4)
An introduction to the principles of cartography and the use of maps as research tools, with emphasis on the creation of maps using a variety of techniques. Laboratory.

299 – Geographic Methods (3)
Prerequisite: Geography 201 or 205. An introduction to the use of geographic methods, including geographic inquiry, data gathering, and the use of qualitative, statistical, and cartographic techniques.

301 – Geography of Latin America and the Caribbean (3)
Regional geography of the lands and peoples of Latin America and the Caribbean, with particular emphasis on the cultural, political, economic and historical bonds that unify the region.

303 – Geography of Europe (3)
A geography of the European region, with particular emphasis on cultural, political, economic, and historical forces of unification and disintegration within the region.

304 – Geography of the Middle East and North Africa (3)
Regional geography of the arid-land countries of the Middle East, focusing on the evolution of economic, political, and cultural landscapes.

305 – Geography of Sub-Saharan Africa (3)
A study of Africa south of the Sahara, focusing on the political, economic and social development of the region.

307 – Geography of Asia (3)
A survey of the human and physical geography of Asia with emphasis on the cultural, economic, and political conditions within Asia and the region's relationships with the rest of the world. The course will often focus on one of Asia's subregions.

310 – Human Environment: Perception and Utilization (3)
An examination of the dynamic relationship between humans and the natural environment, with emphasis on natural processes.

330 – Introduction to Planning (3)
A survey of basic concepts, laws, and methods used in city and regional planning, illustrated with case studies.

336 – Economic Geography (3)
A geographic analysis of the history and current conditions of the world-economy focusing on globalization, industrial location, and local economic development.

337 – Urban Geography (3)
Examination of the spatial structure of urban places, with particular emphasis on the internal structure of modern cities and the geography of urban cultures.

338 – Political Geography (3)
The spatial analysis of political phenomena at the world, state, and local scales. Specific topics include territoriality, geopolitics, ethnic and nationalist movements, and the geography of voting and representation.

339 – Geography and Development (3)
An examination of the global geography of development and underdevelopment, including a review of theoretical approaches and a spatial approach to cultural, economic, political, and environmental problems of uneven development.

340 – Remote Sensing and Air Photo Interpretation (4)
Prerequisite: Geography 250. Analysis of remotely-sensed images with emphasis on the interpretation of aerial photographs and the use of imagery in geographical research. Laboratory.

351 – GIS and Automated Cartography (4)
Prerequisites: Geography 250 and 299. Concepts and applications of geographic information systems (GIS) and automated cartography. Emphasis on the use of GIS as a method for analyzing and solving geographic problems. Laboratory.

360 – Geographic Study Abroad (variable 1-6)
Travel to a foreign region where students will attend lectures, observe geographic phenomena, and participate in group discussions.

365 – Field Methods in Geography (4)
Prerequisite: 24 hours in Geography. Methods of obtaining information, mapping, and preparing reports based on field research experience.

410 – Selected Topics in Geography (variable 1-3)
Lecture or seminar class dealing with a preselected topic of current interest. (May be repeated for credit with change of topic)

485 – Readings in Geography (variable 1-3)
Prerequisite: Permission of the instructor. Directed readings on a selected topic in geography under the guidance of a member of the geography faculty.

490 – Seminar in Geography (3)
Prerequisite: Senior majors only. An intensive study of one of the subfields of geography, with emphasis on critical reading of the literature, group discussion, and the preparation of a major research paper.

491 – Individual Study in Geography (variable 1-6)
Prerequisite: Permission of the instructor. Intensive individual study of some geographic issue under the guidance of a member of the geography faculty.

499 – Internship (variable 1-6)
Prerequisite: Permission of the instructor. Supervised off-campus experience. Pass/fail only. Does not count toward geography major

GEOLOGY

Department of Environmental Science and Geology

Grant R. Woodwell, *Chair*
Jodie L. Hayob, *Career Advisor*

Faculty

Professor
Grant R. Woodwell
Associate Professor
Jodie L. Hayob
Assistant Professors
Neil E. Tibert
Charles E. Whipkey

The Geology Program

Geology is the scientific study of the Earth including its composition, dynamics, surface processes and history. The Geology major provides broad training and a diverse range of courses appropriate for students interested in pursuing a professional career or graduate studies in the earth sciences and related fields. The program also provides the necessary background for teaching the earth sciences. Geology is an interdisciplinary science and students are encouraged to add courses from other disciplines in order to prepare for personal career goals. Students interested in the fields of paleontology or environmental geology are advised to take appropriate biology classes, whereas courses in chemistry and physics are important in most geological disciplines, such as seismology, hydrology and studies of energy and mineral resources. Students majoring in geology are encouraged to do independent study and research during their senior year. Financial support for student research is available. Qualified geology students may also choose to do an internship with a professional agency during either their junior or senior year. If students have a 3.00 overall grade point average with a 3.25 average in geology courses, they may pursue Honors in Geology by completing an independent research project and writing and defending a thesis.

The department has modern and well-equipped laboratories to support and reinforce classroom instruction and to provide opportunities for research. Major equipment items include petrographic microscopes (one with a fluid-inclusion stage), a thin-section machine, an x-ray diffractometer and an energy dispersive spectrometer. For geological fieldwork, the department has GPS equipment, a core drill, surveying equipment and altimeters, and for classroom study, an extensive collection of rocks, minerals, and fossils. The department also has numerous fully networked microcomputers.

Requirements for Geology Major

Thirty-six (36) credits, to include Geology 111, 112, 301, 302, 311, and 412; an additional twelve (12) credits in other geology courses at the 200-level or above. With advisor approval, Chemistry 331 and 332 may be substituted for up to four (4) of these credits.

Geology Course Offerings

111 – Introductory Geology (4)
Introduction to the Earth: rocks and minerals, plate tectonics, structure of the Earth's interior, natural hazards and surface processes. Laboratory. Entry-level course.

112 – Evolution of the Earth (4)
Prerequisite: Geology 111. History of the Earth with emphasis on plate tectonics, evolution of continents and ocean basins, and evolution of life as deduced from the fossil record. Laboratory.

201 – Paleontology (4)
Prerequisite: Geology 111 or Biology 121. Study of the Earth's fossil record with emphasis on the process of organic evolution and the reconstruction of paleoenvironments. Laboratory.

205 – Computer Applications in Environmental Science and Geology (3)
This course emphasizes the acquisition of spatial data and their display and manipulation within geographic information system software. The class also includes an introduction to the use of global positioning system instruments for data collection. Cross-listed as Environmental Science 205.

210 - Oceanography (3)
Prerequisite: Geology 111. An introduction to the oceans. Physical and chemical processes affecting seawater; the geology of the seafloor; biological productivity in the oceans; and environmental challenges involving the oceans. Cross-listed as Environmental Science 210.

211 - Oceanography Laboratory (1)
Prerequisite or corequisite: Geology 210. Laboratory investigation of the chemical and physical properties of seawater; the tides; bathymetric measurements; coastal navigation; and marine biological processes. One or more field trips may be scheduled. Cross-listed as Environmental Science 211.

221 – Environmental Geology (3)
Prerequisite: Geology 111; recommended: Geology 112. Interaction of geologic phenomena and processes with society and the biosphere.

301 – Mineralogy (4)
Prerequisite: Geology 111. recommended: Chemistry 112 . Study of Earth's major rock-forming minerals, and those of economic value, in hand sample, microscopic thin-section and through field studies. Course is conducted as a mix of lecture and laboratory activities. Laboratory.

302 – Petrology (4)
Prerequisite: Geology 301. Study of metamorphic and igneous processes and important rock types in hand sample, microscopic thin-section and through field studies. Course is conducted as a mix of lecture and laboratory activities. Laboratory.

305 - Introduction to Hydrology (3)
Prerequisite: Geology 111. Calculus and high school physics and chemistry recommended. An introduction to surface water and groundwater flow; the hydrologic cycle; aquifer testing; flow to wells; the chemistry of natural waters; and contaminant transport. Cross-listed as Environmental Science 305.

306 - Introductory Hydrology Laboratory (1)
Prerequisite or corequisite: Geology/ Environmental Science 305. The basics of hydrologic practice, including preparation of hydrogeologic maps and cross sections; field and lab instruments; aquifer testing; analysis of soil and sediment; and examination of hydrologic case studies. Several local field exercises are included. Cross-listed as Environmental Science 306.

311 – Sedimentation and Stratigraphy (4)
Prerequisite: Geology 111; recommended: Geology 301. Origin and nature of sediment; depositional environments; principles of seismic stratigraphy; facies models. Laboratory.

320 - Introduction to Geochemistry (3)
Prerequisite: Geology 111. Chemical processes operating at or near the surface of the Earth, in bedrock, soils, streams, the oceans and the atmosphere. Particular attention is given to global geochemical cycles and environmental applications. Cross-listed as Environmental Science 320.

335 – Plate Tectonics (4)
Prerequisite: Geology 112. This laboratory course offers a comprehensive study of lithospheric plate movements using information derived from seismology, paleomagnetics, petrology and tectonics. Selected topics also include a historical review of the development of the theory of plate tectonics, geologic and geophysical events at plate boundaries and an evaluation of evidence regarding plate-driving forces. Laboratory.

412 – Structural Geology (4)
Prerequisite or corequisite: Geology 302. Analysis and interpretation of structural features of the Earth's crust such as folds and faults. Laboratory.

421 – Advanced Topics in Geology (2–4)
Prerequisite: permission of the instructor. Specialized topics not offered on a regular basis.

491 – Individual Study (1–4)
Prerequisite: permission of the instructor. Investigation of a topic which may include laboratory, field work and literature research. Course of study determined by supervising instructor and student.

499 – Internship (Credits variable)
Prerequisite: Junior or Senior Geology major in good academic standing. Supervised off-campus experience developed in consultation with the department. A maximum of three (3) credits may count toward the Geology major requirements.

GERMAN

Department of Modern Foreign Languages

James F. Gaines, *Chair*
Sammy R. Merrill, *Career Advisor*

Faculty

Distinguished Professor
Sammy R. Merrill
Associate Professor
Vera Niebuhr

The Program in German

Through courses in German, students gain proficiency in understanding, reading, writing, and speaking the language. Laboratory facilities are used extensively to supplement classroom instruction. Upper-level classes are conducted in German.

Students wishing to major may select a concentration in German within the major in Modern Foreign Languages. Double majors are possible, and non-majors may also take advantage of the language program. Students have the opportunity to reside in a campus residence area in which German is spoken and which sponsors various inter-cultural programs. The resident program director of this area is a native speaker of German.

The Department of Modern Foreign Languages cooperates with a variety of overseas study programs, advises and encourages students wishing to study abroad, and helps in planning their foreign study programs. MWC also offers a summer program for advanced students in Rosenheim, Germany. Credits can be accepted from abroad to fulfill major requirements.

Graduates in German may pursue careers in government or in private fields in which the knowledge of this language and culture is essential, including interpreting, translating, research, social services, education, or international business.

**For information regarding General Education language requirements for students not currently majoring in Modern Foreign Languages, please see page 47 in this Catalogue.*

Requirements for the German Major

Thirty-two (32) credits in German usually including German 311; at least two courses (in sequence) chosen from 393, 394, and 395; and additional German courses at the 300- or 400-level.

German Course Offerings

101, 102 – Beginning German (3, 3)
Grammar, emphasis on gaining rapid comprehension and developing fluency in spoken German. Introduction to reading German. Learning to write German.

201, 202 – Intermediate German (3, 3)
Prerequisites: German 102 or equivalent for 201; German 201 or equivalent for 202. Grammar review, concentration on reading for comprehension. Honing of oral skills and writing German. Readings in German 202 focus on global issues.

311 – Introduction to German Literature (4)
Prerequisite: German 202 or equivalent. Emphasizes texts from the nineteenth and twentieth centuries. Close attention paid to form, content, motifs, character analysis, and social and cultural background.

317 – German Civilization (4)
Recommendations: German 311 and 393, or equivalent. Survey of the culture and civilization of the German-speaking areas, with emphasis on Germany.

375 – German Literature: the Enlightenment through Romanticism (4)
Recommendations: German 311 and 393, or equivalent. Representative authors like Lessing, Goethe, Schiller, Kleist, Novalis, Hoffmann, Brentano, Eichendorff.

376 – German Literature: Post-Romanticism to Turn of the Century (4)
Recommendations: German 311 and 393, or equivalent. Representative authors like Heine, Büchner, Grillparzer, Droste-Hülshoff, Hebbel, Storm, Keller, Fontane, Hauptmann.

385, 386 – German Literature of the Twentieth Century (4, 4)
Recommendations: German 311 and 393, or equivalent. Representative authors like Mann, Musil, Kafka, Brecht, Böll, Frisch, Grass, Handke, Wohmann, Bachmann, Wolf, Arjouni.

393, 394, 395 – Advanced Grammar, Conversation, Composition (4, 4, 4)
Prerequisites: German 202 must be completed before starting this sequence. Intensive written and oral language practice. Designed to expand the student's active vocabulary and help the student develop his or her own style. German 393, 394, 395 must be taken in sequence. Emphasis on global issues in 394 and 395.

485 – Seminar in German (4)
Prerequisites: At least one advanced course in German literature above German 311 and German 393. Selected topics in German literature, German cultural studies, or Germanic linguistics. One selected topic is *485A – German in Rosenheim (4)*. This is a summer course in German language and culture taught on site in Rosenheim, with focus on the various forms of artistic and journalistic expression, as well as the geography, history, and social structure of this southeastern border area of Germany.

491, 492 – Individual Study (1-6, 1-6)
Prerequisite: Approval of the instructor.

499 – Internship (1-6, 1-6)
Prerequisite: Approval of instructor. Supervised off-campus experience developed in consultation with the department. No credit toward major.

GREEK

Department of Classics, Philosophy, and Religion

Craig R. Vasey, *Chair*
Liane R. Houghtlain, *Classics Career Advisor*

Faculty

Associate Professor
Liane R. Houghtalin
Assistant Professors
Angela L. Pitts
Joseph M. Romero

Instruction in Greek

The study of ancient Greek is an appropriate complement to any major in the liberal arts or sciences, and any student may use Greek to satisfy the College's general education requirement for proficiency in a foreign language. While no specific major or concentration in Greek is offered, students may use courses in Greek to fulfill the requirements for a major in Classics. The College is a cooperating institution with the American School of Classical Studies in Athens, and students who study Greek are encouraged to apply to its program.

**For information regarding General Education language requirements, please see page 47 in this Catalogue.*

Greek Course Offerings

101, 102 – Elementary Greek (3, 3)
Essentials of ancient Greek grammar and introduction to translating Greek literature.

201, 202 – Intermediate Greek (3, 3)
Prerequisites: Greek 101–102 or equivalent. Readings in ancient Greek prose and poetry.

Prerequisite for all 300- and 400-level Greek courses: Greek 202.

306 – Homer (3)
Selected readings from the Iliad or the Odyssey.

308 – Tragedy (3)
Selected plays of Aeschylus, Sophocles, and/or Euripides.

309, 311 – Survey of Greek Literature I, II (3, 3)
Survey of ancient Greek literature from the earliest surviving Archaic texts to the end of the Imperial era. May be taken in either order.

451, 452 – Special Studies in Greek Literature (3, 3)
Reading and study of individual Greek authors or literary genres.

491, 492 – Individual Study in Greek (1–3)
Individual study under the direction of a member of the staff. By permission of the department.

HEALTH EDUCATION

Department of Health and Physical Education

Edward H. Hegmann, *Chair*

Instruction in Health Education

Health Education may be taken as an elective by any student.

Health Education Course Offering

100 – Contemporary Health Issues (3)
Provides up-to-date information about modern health problems confronting people of all ages. Discussion is encouraged to give students the opportunity to share personal experiences, resource materials, and problem-solving techniques. The impact of personal and environmental health problems on society is also covered.

HISTORIC PRESERVATION

Department of Historic Preservation

Wendy L. Price, *Chair and Career Advisor*

Faculty

Distinguished Professor and Hofer Chair of Early American Culture and Historic Preservation
Carter L. Hudgins

Professor and Prince B. Woodard Chair of Historic Preservation
W. Brown Morton III

Associate Professor
Wendy L. Price
Douglas W. Sanford
Gary W. Stanton

Senior Lecturer
John N. Pearce, *Director, James Monroe Museum and Memorial Library*

Director, Center for Historic Preservation
Douglas W. Sanford

The Historic Preservation Program

Historic Preservation focuses on the maintenance, conservation, advocacy, and interpretation of historic sites and structures and on cultural resource management. Historic Preservation provides opportunities for students to gain a deeper and richer understanding of America's cultural and ethnic diversity and the ramifications of technological innovation and social change on the quality of life.

Mary Washington College was one of the first academic institutions in America to establish an undergraduate curriculum in historic preservation and the first to establish an independent Department of Historic Preservation—now the largest undergraduate program of its kind in the nation. The department offers an interdisciplinary major that acquaints students with a broad range of activities, methods, and theoretical perspectives. Students in the program may emphasize historic architecture, architectural conservation, folklore, historical archaeology, preservation planning, material culture, or history museums in their coursework.

Historic Preservation majors explore the theoretical, ethical, and philosophical issues that surround preservation practice. The acquisition of research and analytical skills is stressed and substantial fieldwork, laboratory, or research assignments are woven into most courses. The academic program of the department is strongly enhanced by the research, fieldwork, and public education programs of the MWC Center for Historic Preservation.

The historic preservation program is also enhanced by the location of the College in Fredericksburg, a city with an exceptionally rich history. Intellectual and professional skills are developed through intensive, hands-on involvement in preservation activities in the area, and opportunities exist for similar experience abroad. Students design and fabricate museum exhibits, carry out archaeology projects, conduct architectural surveys, and prepare diagnostic reports for local historic sites, structures and districts. Students interact with the local community through the activities of the student-organized Preservation Club.

Special financial assistance is available for historic preservation students through a number of scholarships: the Albert J. Bowley Scholarship, the Garland Gray Foundation Scholarship, the Anne Bradley Guerrant Scholarship, the Knight Family Scholarship, the Katherine Skinner Leu Memorial Scholarship, the Charles S. and Camilla Moody Payne Scholarship, the Annie Fleming Smith Scholarship, and the Ardiena Ann Tromley Scholarship in Archaeology. In addition, historic preservation students are eligible for J. Binford Walford Scholarships, awarded to students who plan to pursue careers in architecture.

Requirements for the Historic Preservation Major

Thirty-nine (39) credits including Historic Preservation 101, 102, 200, 205, 206, 207, 209, 305, 320, and 405; three credits from among 461, 462, 463, 464 or 469; six credits from among 302, 303, 309, 310, 311, 312, 325, 345, 360, 361, 465, 468, 470, 471, and 491.

Historic Preservation 499 is strongly recommended but does not count toward requirements for the major.

Historic Preservation Course Offerings

101 – The American Heritage (3)
Survey of America's architectural, cultural, and historical resources; analysis of the historic, social, economic, political, and environmental forces from both "the Old World" and "the New World" which have shaped them.

102 – Preserving Historic America (3)
Survey of the history of historic preservation and the practice of historic preservation with emphasis on the legislation, policies, and methodologies that form our present national, state, and local preservation system.

200 – The History Museum (3)
Survey of the history, philosophy, and management of history museums, including curatorship and public interpretation.

205 – Documentation and Fieldwork (3)
Prerequisite or corequisite: Historic Preservation 101 and 102 or permission of the chair. Methods of documentation and analysis of historic sites and structures through historical research, measured drawings and photographs.

206 – Introduction to American Folklore (3)
General survey of the forms of folklore found in the United States in the twentieth century along with the methodologies and theoretical perspectives used in the analysis of folk forms.

207 – American Archaeology (3)
Introduction to field and laboratory methods and interpretive issues of North American archaeology, with emphasis on historical archaeology.

209 – Planning History and Practice (3)
Introduction to the theories, methods and practical applications involved in the field of planning at the local level.

302 – Preservation Law (3)
Prerequisite: Historic Preservation 102. Examination of the development and application of preservation law in the United States, through the analysis of case law, legislation, and private techniques.

303 – Archives and Society (3)
Examination of the theory and practice of archival work, including the paleography, preservation, and cataloging of manuscript collections.

305 – American Building (3)
Prerequisite: Historic Preservation 205; corequisite: Art History 114 or 115. Intensive overview of the evolution of American building from early dwellings and towns to the glass and steel towers that dominate post-modern skylines. Special emphasis is given to building technologies and the development of structural systems.

309 – Preservation and Economic Development (3)
Prerequisites: Historic Preservation 101 and 102. Examination of how historic preservation is being used as an economic development tool.

310 – The Decorative Arts (3)
Survey of the styles and uses of furniture and other decorative arts in America from the 17th century to the present, with emphasis on object research.

311 – Evolution of the American Landscape (3)
An introduction to the study of American landscapes from colonial beginnings to the present day, emphasizing the historic and contemporary forces that have shaped these landscapes. Students will gain an appreciation for landscape features as well as an understanding of the effect of the landscape on daily life.

312 – Landscape Preservation (3)
Prerequisite: Historic Preservation 102. Examination of European landscape precedents, influential landscape architects and landscape preservation issues today.

320 – American Forms and Values (3)
Prerequisite: History 131 or 132. Interpretation and analysis of material culture in pre-industrial and modern American societies, with emphasis on research perspectives and methods.

325 – Vernacular Architecture in America (3)
Prerequisite: Historic Preservation 205. A seminar in the research models, methods and theoretical approaches used to study commonplace architecture in the United States.

345 – Computer Applications in Historic Preservation (3)
Prerequisite: Historic Preservation 205. Introduction to the major applications of computer technology in Historic Preservation, including development of database structures, documentation using vector drawings, and the employment of geographic information systems for spatial analysis. Through projects that are specific to the practice of historic preservation students gain new means of documenting, interpreting and analyzing cultural resources.

360 – International Preservation (3)
Prerequisite: Historic Preservation 102. Examination of the origins and programs of major international preservation organizations such as UNESCO, ICOMOS and ICCROM and a survey of preservation practice and projects in countries around the globe.

361 – Managing Cultural Resources (3)
Prerequisite: Historic Preservation 102. Introduces basic principles of the management of cultural resources in the United States. An examination of management theory and specific case studies focus on fundamental components of successful management. Throughout the semester, students participate in group discussions with leaders of cultural resource organizations at the national, state, regional and local levels.

405 – Survey and Preservation Planning (3)
Prerequisites: Geography 201, 221 or 222 and Historic Preservation 102, 209 and 305. An intensive survey and research-based study of preservation planning, with emphasis on the identification and analysis of sites and structures in their geographical, historical, and socio-economic contexts.

461 – Laboratory in Architectural Conservation (3)
Prerequisite: Historic Preservation 305. Examination of the fundamental principles of architectural conservation related to the effects of time, gravity, humidity, temperature and light on building materials. Fieldwork monitoring and analysis of deterioration in historic buildings, including masonry, wood, metal and coatings.

462 – Laboratory Methods in Archaeology (3)
Prerequisite: Historic Preservation 207. Laboratory procedures for the processing, identification, analysis, and conservation of artifacts, with emphasis on quantitative analysis and collections management.

463 – Laboratory in Museum Design and Interpretation (3)
Prerequisite: Historic Preservation 200 or permission of instructor. Examination of the principles of museum exhibit design and interpretation, including participation in exhibit preparation.

464 – Laboratory in Public Folklore and Cultural Conservation (3)
Prerequisite: Historic Preservation 206. Intensive examination of the philosophy, practice, and ethics of public programs in folk art, folklore, and cultural conservation programs.

465 – Field Methods in Historical Archaeology (6)
Prerequisites: Historic Preservation 207 and permission of the instructor. Fieldwork-intensive introduction to the techniques for sampling, excavating, recording, and interpreting archaeological sites. Summer only.

468 – Recording Vernacular Structures (3)
Intensive fieldwork course in methods of recordation, documentation, and interpretation of vernacular buildings through field drawings and photography. Summer only.

469 – Laboratory in Preservation Planning (3)
Prerequisite: Historic Preservation 405. This laboratory course expands on the methods and information learned in HISP 405 by providing students with practical experience in the formulation of preservation plan elements.

470 – Historic Preservation in Scotland (3)
Introduces students to the historic resources and to the public and private systems for historic preservation in Scotland. Participants investigate the principal Scottish preservation organizations, methodologies, and standards. Participants conduct an intensive fieldwork project in the historic town of Cromarty. The course is conducted jointly by Mary Washington College and the Robert Gordon University, Aberdeen, Scotland.

471 – Special Studies in Historic Preservation (3)
Seminar on a topic in historic preservation.

490 – Senior Research Project (3)
Prerequisites: Historic Preservation 305 and permission of the instructor. National Register of Historic Places nomination or research project related to Historic Preservation 461, 462, 463, 464 or 469. Open only to students who are following the Historic Preservation major requirements as outlined in either the 1999-2001 or 2001-2003 *Academic Catalogues.*

491 – Individual Study in Historic Preservation (Credits variable)
Prerequisite: permission of the instructor. Intensive individual investigation of a significant research problem under the direction of a faculty member.

499 – Internship in Historic Preservation (Credits variable)
Prerequisites: Historic Preservation 101, 102, additional course work in Historic Preservation appropriate for the internship, and permission of the instructor. Field experience with a preservation-related institution or group outside the College. Does not meet major requirements.

HISTORY

Department of History and American Studies

Carter L. Hudgins, *Chair*
Allyson M. Poska, *Career Advisor*

Faculty

Distinguished Professor and Rector and Visitors Chair
William B. Crawley, Jr.
Distinguished Professor and Hofer Chair of Early American Culture and Historic Preservation
Carter L. Hudgins
Professor
Bruce R. O'Brien
Richard H. Warner
Associate Professors
Porter R. Blakemore
Otho C. Campbell
Claudine L. Ferrell
Allyson M. Poska
Arthur L. Tracy
Assistant Professor
Jeffrey W. McClurken

The History Program

The History curriculum is widely diversified by topic and by approach and offers an extensive range of courses from ancient to modern times in American, European, Latin American, and Asian history. Among the distinctive features of the history curriculum are, first, sequences in Western Civilization and United States history that satisfy College General Education Requirements, and, second, First Year Seminars for entering freshmen with AP credit in European or United States history. The History major itself is distinctive for two required courses which are particularly germane to student development of independent, critical judgment based on historical skills: Introduction to the Study of History prepares majors in the critical evaluation of historical arguments, research, organization and analysis of historical data, and historical writing. This course is essential preparation for upper level lecture courses and seminars and for the senior course Historical Research. This capstone course provides an opportunity to complete a historical research projecting working one-on-one with a member of the history faculty. An internship option enhances the program by granting credit for history-related, career-oriented work outside the classroom.

The goal of the History program is to produce graduates with a command of factual and conceptual knowledge of the past; the analytical methods that historians use to recover, research, and write about the past; and well-honed writing and speaking skills. Graduates of the history program go on to a wide range of careers in which the ability to understand and solve historical problems, and in which skills of independent, critical judgment based on historical knowledge, are useful. Because the practice of history requires the ability to analyze and communicate ideas clearly as well as to retain factual information, it is an ideal preparation for law school, for a business career, for a career in library or archival work, or for journalism or media research.

Honors in History at Graduation requires a 3.5 Grade Point Average in the major and superior work in History 485, Historical Research, or 486, Historical Research Abroad. A departmental Honors Committee determines final approval for Honors.

Phi Alpha Theta, the national history honorary society, enriches the quality of the History program and offers opportunities to participate in social and educational activities.

Requirements for the History Major

History 121, 122 or 131, 132; History 299; also, 27 credits beyond the 200 level of which at least 9 must be taken at the 400 level. Of the 9 credits taken at the 400 level, 3 credits must be in 485 or 486 and 3 credits in a seminar (courses numbered 420–469 and 471) plus one additional 3-credit 400 level course, not including 491 or 499. Up to 3 credits of HIST 499 (Internship) may count in the major with adviser approval. Students who elect to focus on a particular geographical area or time period must take at least nine credits outside of that focus.

History Course Offerings

121 – Western Civilization I (3)
From ancient Near Eastern origins through classical Greece and Rome, the Middle Ages and the Renaissance and Reformation Era to the seventeenth century.

122 – Western Civilization II (3)
From the seventeenth century through the Age of Absolutism, the Enlightenment, and the French Revolution to the era of nationalism and industrialism and the modernism of the twentieth century.

131 – American History to 1865 (3)
The Age of Discovery and the Colonial Era through the American Revolution, nation building, the rise of the party system, slavery, and the Civil War.

132 – American History Since 1865 (3)
Reconstruction, the emergence of industrialism, the development of world power status through the World Wars, and post-1945 trends.

141 – Asian Civilization I (3)
Asian civilization from its origins in India, China, Japan, and other societies through 1500 AD. Emphasis on social, intellectual, and technological change in the development of the culture and history of the area.

142 – Asian Civilization II (3)
Asia in the modern era, 1500 AD to present, the age of Western expansion and penetration and the social, political, economic, and intellectual transformation of the nineteenth and twentieth centuries.

200 – Topics in History (3)
Listed in the Schedule of Courses, chosen according to timely interest.

201- First Year Seminar in European History (3)
Topical seminar for freshmen who enter with a score of 4 or higher on AP European history.

202- First Year Seminar in American History (3)
Topical seminar for freshmen who enter with a score of 4 or higher on AP American history.

299 – Seminar: Introduction to the Study of History (3)
Prerequisite or corequisite: History 121, 122, or 131, 132, and major status. Introduction to what history is and what historians do, focusing on historiography, research, and writing.

301, 302 – Diplomatic History of the United States (3, 3)
First semester, analysis of American foreign relations from colonial period to 1860; second semester, 1860 to present.

303 – The American South (3)
Slavery and the plantation system, rise of sectionalism, Civil War and Reconstruction, the era of segregation, and the civil rights movement.

304 – The Civil War (3)
Development of Southern nationalism and the Confederacy; emphasis on social, economic, and political as well as military aspects of the War.

311, 312 – History of Virginia (3, 3)
First semester, English origins and colonial developments through the revolutionary era; second semester, Jeffersonian period to the present.

313 – African American History through 1865 (3)
A survey of the African American experience in the British colonies in North America and in the early United States from African roots through the Civil War, with a focus on the experience of both slaves and free blacks.

314 – African American History since Slavery (3)
A survey of the African American experience since emancipation in 1865; covers segregation and lynching, black nationalism, the Great Migration, and the civil rights movement.

318 – The American Revolution (3)
Overview of the cultural, economic, political and social factors that fueled the American colonies movement toward rebellion and independence.

320 – The Gilded Age (3)
Urbanization, industrialization, immigration, reform movements, and development in law, family, recreation, race, and labor from the Civil War to the turn of the 20th century.

321 – The Progressive Era (3)
A survey of the first quarter of the twentieth century; covers reform efforts, and World War I, as well as developments in law, recreation, race, business, and labor.

331 – History of Ancient Greece (3)
Greek history from Mycenae and Homer to the Hellenistic kingdoms; emphasis on primary source criticism.

332 – History of Ancient Rome (3)
Mythic origins of the city to the barbarian invasions; emphasis on primary source criticism.

334 – Early Modern European Women's History (3)
Explores key areas of European women's lives, including family life, religion, sexuality, and witchcraft, from 1300-1700

335 – The Renaissance (3)
Provides an in depth look at the intellectual, political, social and artistic developments in Europe known as the Renaissance.

336 – The Reformation (3)
Provides an in depth look at the religious, intellectual, and social developments of the sixteenth and seventeenth centuries.

341, 342 – Europe in the Middle Ages (3, 3)
First semester, conversion of Constantine to the last Viking raids; second semester, Investiture crisis to the Italian Renaissance.

349 – History of the British Isles (3)
Ireland, England, and Wales from prehistory to the 20th century, emphasizing interaction of cultures in the British Isles and throughout the British Empire.

353, 354 – History of France (3, 3)
First semester, Gaul and the Franks to French Revolution and Napoleon; second semester, Restoration Era to de Gaulle.

356 – History of Germany (3)
From the early nineteenth century to the present, with emphasis on the era of Bismarck, World War I, the Weimar Republic, the Third Reich, and the Cold War.

357, 358 – History of Russia (3, 3)
First semester, Kiev, Muscovy, and Imperial Russia to 1856; second semester, the last Romanovs, Revolution, and Soviet Period.

360 – History of Spain (3)
The history of Spain and its political, economic, and social evolution.

361, 362 – History of Latin America (3, 3)
First semester, native cultures, Spanish conquest, and colonial institutions; second semester, nineteenth and twentieth centuries.

364 – History of Japan (3)
Social, political, and intellectual development from the earliest times to the present; emphasis on the rise of Japan to world power.

365, 366 – History of China (3, 3)
Social, political, and intellectual development from the earliest times to the present; emphasis on the rise of modern nationalism, Maoist period.

367 – History of Modern Korea (3)
Social, political, and intellectual developments from 1860 to the present.

371, 372 – European Diplomatic History (3, 3)
First semester, development of the modern state system from the Thirty Years War to the middle of the nineteenth century; second semester, from the unification of Germany through the two World Wars to the Cold War.

375 – Military History (3)
The art of war and its impact on society from the seventeenth century to the present; analysis of military developments in terms of organization, technology, and strategy.

377 – The Second World War, 1939-1945 (3)
In-depth study of the origins, conduct, and consequences of the war with emphasis on its political, diplomatic, economic, and military aspects.

380 – United States Since 1945 (3)
Emphasis on major issues of the postwar era, including the Cold War, McCarthyism, civil rights movement, Vietnam, black militancy, and feminism.

381 – Europe Since 1945 (3)
Cold War, national developments, the Common Market, colonial independence movements, and the collapse of the Soviet empire.

382 – Far East Since 1945 (3)
Cultural, social, economic, and political developments in modern China, Japan, and Korea with emphasis on relations of those countries with United States and Russia.

390 – The United States and Vietnam (3)
Political, diplomatic, military, economic, and cultural study of Vietnam and of the United States' role in Indochina.

416 – American Legal History (3)
Prerequisite: junior or senior status. A study of politics, society, and economics through the mirror of law. Covers such issues as property, the family, and the legal profession.

417 – American Constitutional History (3)
Prerequisite: junior or senior status. Major cases, questions, and issues from the revolutionary period through the twentieth century.

420 – The Great War, 1914-1918 (3)
Prerequisite: History 299. The war's origins, its political and military leadership, the various land and sea campaigns, war poetry, the war's cultural legacy, the role of women, and peacemaking.

421 – Nazi Germany (3)
Prerequisites: History 299 and junior or senior status. German history from 1933-1945, including Hitler's rise to power, the causes of the 1939 war, the campaigns of World War II, the Holocaust, war crimes, and continuing Nazi legacy.

422 – 20th Century American Presidents (3)
Prerequisites: History 299 and junior or senior status. Investigates American chief executives through tumultuous decades of the 20s-60s.

431 – The World of Late Antiquity (3)
Prerequisites: History 299 and junior or senior status. The Mediterranean world in a period of military collapse, barbarian invasion, intellectual revolution, and religious ferment.

435 – Daily Life in Early Modern Europe (3)
Prerequisites: History 299 and junior or senior status. The daily life of ordinary people in Europe during the early modern period (1350-1700), examining topics such as childbirth, literacy, disease, sexuality, and work.

444 – American Slavery (3)
Prerequisite: History 299. Slavery in America from its African origins to its demise during the Civil War.

451 – Anglo-Saxon England (3)
Prerequisite: History 299. England from the 5th- century migrations of Angles and Saxons to the Norman Conquest.

455 – Forgery and History (3)
Prerequisite: History 299. Investigates circumstances and consequences of forgery in its historical context from the Hellenistic period (3rd century BCE) to the 20th century.

462 – Women in Latin America (3)
Prerequisites: History 299 and junior or senior status. Role of women in Latin American society from the preconquest period to the present.

471 – Special Studies in History (3)
Prerequisites: History 299 and junior or senior status or permission of the instructor. Topical Seminars. See Schedule of Courses each semester.

485 – Historical Research (3)
Prerequisites: senior status and faculty approval of research topic. Capstone research and writing course involving the in-depth investigation of a subject under close supervision by a member of the department.

486 – Historical Research Abroad (3)
Prerequisites: senior status and faculty approval of research topic. Capstone research and writing course conducted in foreign archives under close supervision by a member of the department.

491 – Individual Study (3)
Prerequisite: permission of the instructor. Individual investigation of a subject of historical significance, directed by a member of the department.

499 – Internship (Credits variable)
Supervised off-campus experience, developed in consultation with the department. No more than 3 credits may be counted in the major.

INTERDISCIPLINARY

These courses, designed to illustrate the interrelatedness of human knowledge, are taught by faculty members from several disciplines.

Interdisciplinary Course Offerings

200 – All-College Seminar (3)
This is a writing intensive and discussion intensive course that stresses critical thinking and good writing. It focuses on either the theme of progress or the theme of equality, and it explores the theme in both a historical and contemporary context, using multi-disciplinary texts and videos.

201 – The Creative Process in Art and Literature (3)
Focusing on the universal impulse of human creative expression, this course addresses the connection of memory, observation, and analogical thinking in the generation of fine and literary art. Students learn about conceptualization, technical vehicles, and fluency through experimentation in both visual image-making and creative writing. By being exposed to historical examples of creative individuals and movements, the student develops an understanding of the relationship between creative formulation and the standards for critical judgment. The common spark that ignites inspiration in art and literature becomes the issue in discussions of artists who also write and writers who also make fine art.

202 – Introduction to Women's Studies (3)
This course explores questions about sex and gender roles and conceptions of male/female experience. It uses texts and videos from several disciplines, sometimes supplemented by guest lectures.

203 – Introduction to Ethnic Studies (3)
This course introduces students to the study of ethnicity in the United States through analysis of the historical experiences of ethnic groups and examination of the origins, nature, dynamics, and complexity of ethnic identification and relations.

204 – International Cinema (3)
Study of the development of world cinema from the late nineteenth century to the present.

205 – Perspectives in Sexuality (3)
This course is designed to examine the theoretical and social implications of lesbian and gay histories, politics, geographies, cultures, arts, and identities. It is interdisciplinary in scope and content, reflecting upon and drawing from the disciplines of history, psychology, sociology, geography, the arts, literature, and women's studies.

275 – Hitler and the Holocaust: Psychology of Evil (3)
This course offers students the chance to learn from a range of textual sources about possibly the most horrendous events in human history. Basic historical and biographical narratives are used to establish the essential events. Then interpretations from psychobiography and psychohistory are studied for possible answers to such questions as these: How did some of the most brilliant minds of a generation become insidiously infected, while others were able to resist? What is there to prevent the same situation from recurring today?

300 – Interdisciplinary Topics (3)
Topics offered under this heading are designed to supplement and enhance the programs of various departmental majors.

301 – Sport Psychology (3)
Prerequisite: Psychology 100. This course investigates the application of psychological principles to sport and sport performance.

330 – Freud, Feminism, and MSconstructions of Women (3)
Prerequisites: Psychology 100 and sophomore classification. The evolution of Freudian thought and the interplay between it and feminism.

350 – Study Abroad (1–6)
Interdisciplinary study of a selected area abroad, combining lectures, readings, discussion, and experiential learning.

491 – Individual Study (1–3)
Prerequisite: Permission of the instructor. This individual study is only available for students who have an approved Special Major Program. Individual investigation of a subject appropriate to the special major, directed by a member of the faculty. The registration form must be signed by both the directing faculty member and the official advisor of the student's special major.

499 – Internship (1–6)
Prerequisites: permission of the instructor and special major adviser. Supervised off-campus experience experience appropriate to the special major, directed by a member of the faculty, following guidelines set by the College for internships. Only available to students with approved special majors. Credits will count in the special major.

INTERNATIONAL AFFAIRS

Department of Political Science and International Affairs

John M. Kramer, *Chair and Career Advisor*

Faculty

Distinguished Professor
John M. Kramer

The International Affairs Program

The interdisciplinary major program in International Affairs is designed to provide the student with a broad knowledge of the contemporary international system as well as with specific expertise in a given geo-graphic area and/or academic discipline. To this end, the major combines required courses that examine international affairs from a variety of disciplinary perspectives (i.e., economics, geography, history, and political science) with related field courses that permit students to pursue in depth their particular geographical and/or disciplinary interests. Students majoring in International Affairs have ample opportunities to pursue internships with the numerous governmental agencies and private "think tanks" located in Washington, D.C., which focus on different aspects of contemporary international economic, political, and social issues.

Career opportunities for the major in International Affairs range from such traditional areas as work with government or private agencies engaged in research on foreign policy or intelligence issues to such new and rapidly expanding areas as employment with multinational corporations or international banking institutions.

Requirements for the International Affairs Major

Thirty-nine (39) credits, to include Political Science 321, 350, 356; Economics 382 or 384; History 372; Geography 338; additional 21 credits to be chosen by student and advisor from the following disciplines: Economics, French, Geography, German, History, Italian, Political Science, Russian, Spanish.

Additional Foreign Language Requirement: Option A—completion of two languages through the intermediate level. **Option B**—at least six credits in one language at the advanced level.

International Affairs Course Offerings

471 – International Affairs Seminar (3)
Intensive reading and group discussion of selected topics in international affairs.

491 – Individual Study in International Affairs (3)
Directed individual research on approved problems in international affairs.

499 – Internship (Credits variable)
Supervised off-campus experience. Up to 6 credits can be applied to major.

ITALIAN

Department of Modern Foreign Languages

James Gaines, *Chair*

Faculty

Appointment pending

The Program in Italian

Through courses in Italian, students gain proficiency in understanding, reading, writing, and speaking this language. Laboratory facilities are used extensively to supplement classroom instruction. Upper-level classes are conducted primarily in Italian. The program is complemented by courses on literature, culture, and civilization, some of which are taught in English, to give students with different backgrounds an opportunity to benefit from these offerings. Any student may use Italian to satisfy the College's general education requirement for proficiency in a foreign language. A special major in Italian Studies is possible for students who wish to make application. Double majors are possible, and non-majors may also enter the language program. Students have the opportunity to reside in a campus residence area in which Italian is spoken, and which sponsors a variety of activities. The resident program coordinator is always a native speaker of Italy. Graduates in Italian Studies may pursue careers in fields in which knowledge of this language and culture is essential, including interpreting, translating, research, art history, music, fashion, design, historic preservation, and international business.

The college has a four week, six credit, interdisciplinary summer program in Italy in collaboration with the University of Urbino.

**For information regarding General Education language requirements for students not currently majoring in Modern Foreign Languages, please see page 47 in this Catalogue.*

Italian Course Offerings

101, 102 – Beginning Italian (3, 3)
Grammar, composition, conversation, reading, laboratory use.

201, 202 – Intermediate Italian (3, 3)
Grammar review, reading, oral work, laboratory use.

291, 292 – Studies in Language (3, 3)
Reading, conversation, and composition in Italian with emphasis on communication and analysis of language through lectures and discussions.

300 – Topics in Italian Culture (3)
Important literary works and authors, ideas, movements, and institutions in Italian culture.

316 – Society and Civilization (3)
Literary, social, and cultural history of the Italian people from the Renaissance to the 20th century.

373 – Nineteenth-Century Literature (3)
Includes Manzoni, Foscolo, Leopardi, D'Annunzio, Verga, Pascoli, Carducci, Nievo.

381, 382 – Modern Italian Literature (3, 3)
From Pirandello to Montale; prose and poetry of Gozzano, Svevo, Ungaretti, Moravia, Carlo Levi, Cardarelli, Palazzeschi, Buzzati, Silone, and others.

383 – Modern Italian Literature (3)
A study of modern Italian works, including selections from Ungaretti, Moravia, Carlo Levi, Buzzati, Silone, Pasolini, Calvino, and others.

395 – Italian Literature in Translation: Dante's Divine Comedy (3)
Taught in English. A thorough study of the Divine Comedy in its historical and cultural background.

396 – Italian Literature in Translation: Masterpieces of the Renaissance (3)
Taught in English. A study of major Renaissance authors. Petrarch, Boccaccio, Cellini, Ariosto, Castiglione, Tasso, Machiavelli, etc.

491, 492 – Individual Study (3, 3)
Intensive study of one or more authors selected by student in consultation with advisor.

499 – Internship (Credits variable)
Supervised off-campus experience, developed in consultation with the department.

LATIN

Department of Classics, Philosophy, and Religion

Craig R. Vasey, *Chair*
Liane R. Houghtalin, *Career Advisor*

Faculty

Associate Professor
Liane R. Houghtalin
Assistant Professors
Angela L. Pitts
Joseph M. Romero

The Program in Latin

The study of Latin is an appropriate complement to any major in the liberal arts or sciences, and any student may use Latin to satisfy the College's general education requirement for proficiency in a foreign language. Students wishing to major may choose a concentration in Latin within the Classics major. The College is a member of the Intercollegiate Center for Classical Studies in Rome, and students who major in Latin are encouraged to apply to its program; some financial aid is available.

While some majors include teacher licensure in their schedule, others combine their concentration in Latin with a second major in a related field such as history, philosophy, religion, English, business, or modern foreign languages. With such a background, graduates have a wide range of opportunities after college, including museum work, archaeology, graduate study, teaching, and translating. In recent years, Latin majors have been unusually successful in obtaining high school teaching positions and in gaining admission to graduate and professional schools.

For information regarding General Education language requirements, please see page 47 in this Catalogue.

Requirements for Latin Concentration in Classics Major

Thirty (30) credits including Classics 101, Latin 430, at least fifteen additional credits in Latin courses beyond the intermediate level, and at least nine credits in approved courses relating to Classical Civilization. Approved courses are any upper-level Latin course; any Greek course; any Classics course; Art History 114, 310, 311; Classics-Philosophy-Religion 299; Classics-Philosophy-Religion 301, 302, 331 (all with permission); English 319, 320; History 331, 332; Italian 395; Philosophy 201, 310, 311; Religion 206, 211, 231 (with permission), 306, 331 (with permission), 341 (with permission).

Latin Course Offerings

101, 102 – Elementary Latin (3, 3)
Essentials of Latin grammar and introduction to translating Latin literature.

201, 202 – Intermediate Latin (3, 3)
Prerequisite: Latin 102, two units of secondary school instruction in Latin, or placement by departmental exam. Readings in Latin prose and poetry.

Prerequisites for all 300- and 400-level Latin courses:
Latin 202, four units of secondary school instruction in Latin, or placement by departmental exam. Latin 451, 452, 491, 492 also require permission of the Classics faculty.

305, 307 – Survey of Latin Literature I, II (3, 3)
Survey of Latin language and literature from the earliest inscriptions to the end of secular Roman writing. Introduction to materials and methods for the study of classical literature. May be taken in either order.

352 – Roman Drama (3)
Selected plays of Plautus, Terence, and/or Seneca.

353 – Cicero (3)
Readings selected from Cicero's letters and/or orations.

354 – Lyric and Elegiac Poetry (3)
Readings from Catullus, Propertius, and Tibullus.

355 – Roman Historical Writing (3)
Selected readings from Roman historians.

356 – Vergil (3)
Readings from the Eclogues, Georgics, and/or Aeneid.

357 – Horace (3)
Readings from the Odes and Epodes.

358 – Ovid (3)
Selected readings from Ovid's epic and/or elegiac poems.

430A – Advanced Latin Grammar and Composition (3)
An in depth study of Latin grammar through composition. Required of all Classics majors concentrating in Latin.

432 – Roman Philosophical Thought (3)
Readings from Lucretius, Cicero, and/or Seneca.

434 – Roman Satire (3)
Readings selected from the satires of Horace and Juvenal.

451, 452 – Special Studies in Latin Literature (3, 3)
Reading and study of individual Latin authors or literary genres.

491, 492 – Individual Study in Latin (1–3)
Individual study under the direction of a member of the staff. By permission of the Classics faculty.

LIBERAL STUDIES

Susan Stevenson, *Registrar and Director of the B.L.S. Program*

The Bachelor of Liberal Studies Program

The Bachelor of Liberal Studies program is designed for persons six or more years out of high school who want to major in a traditional arts and sciences discipline. This degree program offers greater flexibility for adult students because it does not require full-time study, extended residence at the College, physical education, or foreign language requirements (unless one is majoring in a foreign language). More than 30 majors and concentrations in the liberal arts and sciences are available to B.L.S., including options to double major or create a self-designed/interdisciplinary. **Students enrolling as B.L.S. students after June 1, 2003 may not elect to major in Business Administration** and are instead encouraged to apply for admission to the Bachelor of Professional Studies program at the James Monroe Center. Please consult the *James Monroe Center Academic Catalogue* for additional details.

Requirements for the B.L.S. degree are presented on pages 49-50 of this *Catalogue*. B.L.S. students are encouraged to complete Liberal Studies 100, *Orientation.* Others may wish to enroll in Liberal Studies 101, *Portfolio Development,* for assistance in developing portfolios that document learning gained through life and work for possible conversion to academic credit.

Bachelor of Liberal Studies Courses

100 – Orientation (1)
An introduction to the B.L.S. program, study skills, time management, and library use. Open only to B.L.S. students.

101 – Portfolio Development (1)
Techniques for identifying, defining, and presenting experiential learning for assessment. Open only to B.L.S. students.

LIBRARY SCIENCE

Faculty

Library Director
LeRoy S. Strohl, III
Reference and Humanities Librarian
James E. Bales
Cataloger
Charles D. Balthis
Collection Development
Rebecca E. Elswick
Systems
Bob Grattan
Serials Management Librarian
Donna Hudgins
Assistant Systems/Reference
Timothy L. Newman
Archivist/Reference Librarian
Carolyn S. Parsons
Reference and Science Librarian
Library Web Site Manager
Laurie Preston

Library Science Instructional Program

Convinced that the library is an integral part of the College's educational program, the library faculty offers a wide variety of services to develop students' competence in library use and their understanding of the increasingly complex world of information. These programs include assistance to classes on research projects, classroom instruction in the use of automated information retrieval systems, specialized departmental instruction and individual patron assistance. To help students use resources effectively, the library staff has produced a web-based information literacy and library skills tutorial that is used in English 101 and by others needing an introduction to Simpson Library.

Library Science Course Offerings

101 – Library and Internet Resources (1)
An introduction to college library resources with emphasis on techniques of research, particularly on the World Wide Web. Students learn the basics of library and information literacy and become proficient in finding, using, and evaluating information in both print and electronic formats.

LINGUISTICS

Department of English, Linguistics, and Speech

William Kemp, *Chair*
Judith A. Parker, *Career Advisor*

Faculty

Associate Professors
Christina Kakavá
Judith A. Parker

Instruction in Linguistics

Courses in linguistics offer the student an understanding of the fundamental structure and processes of language, and a focus on how we use language in different forms of communication from infant babbling to conversation and literature. Linguistics courses are a valuable complement to any major that deals with language, literature, the human mind and cognition, sociology, or education.

Linguistics Course Offerings

101 – Introduction to Linguistics (3)
Introduction to fresh perspectives on linguistic theory and applications. The course focuses on such diverse topics as animal communication, child language acquisition, human speech, language variation and change, and language as human interaction.

202 – Cross-Cultural Communication (3)
Prerequisite: Sophomore standing. This course explores the dynamic interaction of language and culture across cultures. Topics will include conversational style, miscommunication, silence, indirectness and politeness, and conflict and argument in cross-cultural communication settings involving both Western and non-Western languages and cultures.

251 – Issues in Linguistics (3)
Significant topics in linguistics. Specific topics vary.

301 – Introduction to Psycholinguistics (3)
Prerequisite: Linguistics 101. An introduction to the mental and biological systems that enable human beings to communicate with language. Topics in psycholinguistics include the biological evolution of language, child language acquisition, speech and language processing, bilingualism, aphasia and dyslexia.

302 – Introduction to Sociolinguistics and Anthropological Linguistics (3)
Prerequisite: Linguistics 101. The course examines the relationship between language and society. At the micro level, the emphasis is on social interaction and the ways language reflects and shapes class, culture, gender, ideology, and conversational style. At the macro level, topics include language maintenance and shift; multilingualism; language variation; language, racism and ethnicity; and language and education.

305 – Linguistics and Text (3)
Prerequisite: Linguistics 101. The application of linguistic methods and theories to the analysis of texts in English.

375 – Special Studies (3)
Prerequisite: Linguistics 101 or permission of instructor. Studies of significant topics in linguistics. Consult schedule of courses for specific topic.

470 – Seminar in Linguistics (3)
Prerequisites: Linguistics 101 and a 300-level linguistics course or permission of the instructor. Advanced work in selected topics in linguistics.

491, 492 – Individual Study in Linguistics (3, 3)
Individual study under the guidance of a member of the staff. By permission of the department. Only three credits may be counted toward the English major.

499 – Internship (1–6)
Supervised off-campus experience, developed in consultation with the department. Up to three credits may be counted toward the English major.

MATHEMATICS

Department of Mathematics

Debra L. Hydorn, *Chair*
Janusz Konieczny, *Career Advisor*

Faculty

Professors
Yuan-Jen Chiang
J. Larry Lehman
Marie P. Sheckels

Associate Professors
Manning G. Collier
Debra L. Hydorn
Janusz Konieczny
Suzanne Sumner

Assistant Professors
Jeffrey L. Edmunds
Keith E. Mellinger

Senior Lecturers
Patricia M. Dean
Betty P. Durrer

The Mathematics Program

The interests and expertise of the mathematics faculty cover a broad range of mathematical areas, including algebra, analysis, topology (modern geometry), discrete mathematics (mathematics of computer science), number theory, statistics, and applied mathematics. With this spectrum of faculty knowledge, the student is afforded an opportunity to learn the contemporary view of mathematics. Inside the classroom, student comprehension is the main concern of the faculty. Outside the classroom, the faculty provides regular office hours for personal instruction.

Courses in mathematics vary from the theoretical to the applied. Thus, a major in mathematics can be a foundation for a career in industry, government, teaching, or the pursuit of a higher degree in graduate school. The department faculty encourages double majors, giving students entrance to a wide variety of fields upon graduation.

Mary Washington College hosts a chapter of Pi Mu Epsilon, a national honorary mathematics fraternity, and a chapter of the Mathematical Association of America. The Oscar Schultz Award in Mathematics is offered to a junior or senior in the department.

Qualified mathematics majors having at least a 3.5 GPA in mathematics courses and an overall GPA of at least 3.0 may graduate with Honors in Mathematics by completing a directed study which culminates in an approved Honors thesis. Senior majors who anticipate seeking Honors must write a proposal with the aid of a faculty advisor and present it to the department for approval.

Requirements for the Mathematics Major

A total of thirty-six (36) credits is required. Twenty-seven credits must be from the following mathematics courses: 223, 224, 300, 325, 431, 441, 471, 472 and either 432 or 442. An additional six credits must be from mathematics courses at the 300- or 400-level (except 499). The remaining three credits may be from any of the following: any mathematics course numbered above 207 except 499; any computer science course numbered 220 or above, except 499; any physics course above 104, except 499; Philosophy 306.

Mathematics Course Offerings

110 – Finite Mathematics with Applications (3)
Includes topics such as sets, logic, probability, statistics, and counting. Other topics are at the discretion of the instructor. Designed for the non-major.

111 – Precalculus (3)
Emphasis on elementary functions including rational, exponential, logarithmic and trigonometric functions. Designed for students who intend to take calculus.

115 – Introduction to Mathematical Modeling (3)
Mathematical topics include linear functions, linear regression, curve fitting, probability models, and difference equations. Emphasis on environmental issues such as population growth, pollution, natural disasters, epidemics, genetics, and patterns in nature.

121 – Calculus I (3)
First course in calculus. Includes functions, limits, derivatives, and applications. May include some proofs.

122 – Calculus II (3)
Prerequisite: Mathematics 121. Includes antiderivatives, definite integrals and their applications, the fundamental theorem of calculus, derivatives and integrals of inverse functions, and techniques of integration. (Prospective mathematics majors should take this course during their freshman year.)

125 – Introduction to Discrete Mathematics (3)
An introduction to topics which may include logic, methods of proof, counting techniques, mathematical induction, relations, functions, and sets. (Prospective mathematics majors

should take this course during their freshman year. Also listed as Computer Science 125.)

200 – Introduction to Statistics (3)
First course in statistical methods. Includes descriptive and inferential techniques and probability, with examples from diverse fields. Topics vary with instructor and may also include sampling methods, regression analysis, and computer applications.

204 – Mathematical Concepts and Methods I (4)
Prerequisite: Education 203. Mathematical concepts and methods of teaching for the elementary school. Topics include number systems and their properties, problem solving, and topics in number theory. Course intended for students certifying to teach grades PreK-6. Significant field experience required. (3 lecture credits, 1 practicum credit).

205 – Selected Topics in Mathematics (3)
Prerequisite: Course dependent. Opportunity for additional study of lower-level topics in mathematics.

207 – History of Mathematics (3)
The history of mathematics begins with the early numbering systems and mathematics of the Egyptians and the Babylonians. The course then turns to the Greeks and their emphasis on logical deduction and geometry. The Arabs develop algebra in the Middle Ages, and calculus is created during the Age of Reason. The development of individual branches of mathematics then is studied (probability, number theory, non-Euclidean geometry, set theory, and topology). The course ends with the Computer Age and implications for the future.

210 – Intermediate Statistics (3)
Prerequisite: Mathematics 200. Second course in statistical methods. Includes one-way and higher ANOVA, multiple regression, categorical data analysis, and nonparametric methods with examples from diverse fields. Topics vary with instructor and may also include time series and survival analysis.

223 – Calculus III (3)
Prerequisite: Mathematics 122. Includes parametric equations, polar coordinates, improper integrals, l'Hôpital's rule, sequences, and infinite series.

224 – Multivariable Calculus (3)
Prerequisite: Mathematics 122. Includes vectors in two- and three-dimensional space, vector-valued functions, functions of several variables, partial derivatives, multiple integrals, and line integrals.

300 – Linear Algebra (3)
Prerequisites: Mathematics 122 and 125. An introduction to linear algebra. Usually includes matrix algebra, systems of equations, vector spaces, inner product spaces, linear transformations, and eigenspaces.

312 – Differential Equations (3)
Prerequisite: Mathematics 122. Ordinary differential equations which may include Laplace transformations, linear differential equations, applications, approximations, and linear systems of equations.

321 – Number Theory (3)
Prerequisite: Mathematics 125. An elementary, theoretical study of the properties of the integers.

325 – Discrete Mathematics (3)
Prerequisite: Mathematics 125. Includes topics such as discrete probability, graphs, recurrence relations, topics from number theory, semigroups, formal languages and grammars, finite automata, and Turing machines.

351, 352 – Numerical Analysis (3, 3)
Prerequisite: Mathematics 300 or Mathematics 312 or Computer Science 220. Numerical methods applied to solutions of equations, interpolation, differentiation, integration, and solutions of differential equations and linear systems. Only in sequence.

372 – Non-Euclidean Geometry (3)
Prerequisite: Mathematics 300. Axiomatic development of non-Euclidean geometry.

381, 382 – Probability and Statistical Inference (3, 3)
Prerequisite: Mathematics 223. An introduction to probability theory and calculus-based statistics including probability distributions of discrete and continuous random variables, functions of random variables, methods of estimation, and statistical inference. Only in sequence.

411- Chaotic Dynamical Systems (3)
Prerequisite: Mathematics 223. Chaotic dynamical systems including iteration, graphical analysis, periodic points, bifurcations, the transition to chaos, fractals, Julia sets and the Mandelbrot set.

412 – Complex Variables (3)
Corequisite: Mathematics 471. Analytic functions, Cauchy-Riemann conditions, integration, power series, calculus of residues, conformal mappings and applications.

431, 432 – Abstract Algebra (3, 3)
Prerequisite: Mathematics 300. Mathematical systems including groups, rings, fields, and vector spaces. Only in sequence.

441, 442 – Topology (3, 3)
Prerequisite: Mathematics 300 or 325; 431 is also a prerequisite for 442. Includes topics from point-set topology (connectedness, compactness, and continuity) and combinatorial/ algebraic topology (simplicial complexes, homotopy, and homology). Only in sequence.

461 – Topics in Mathematics (3)
Prerequisite: Course dependent. Topics such as advanced topology, partial differential equations, optimization, Fourier series, advanced complex variables, ring theory, and modeling. May be taken up to three times for credit.

471, 472 – Real Analysis (3, 3)
Prerequisites: Mathematics 223 and 300. A rigorous, real analysis approach to the theory of calculus. Only in sequence.

491, 492 – Directed Study (1-3, 1-3)
Prerequisite: Departmental permission. Individual study beyond the scope of normal course offerings, done under the direction of a faculty member. May lead to graduation with Honors in Mathematics.

499 – Internship (credits variable)
Supervised off-campus experience, developed in consultation with the department. Does not count in the major program.

MODERN FOREIGN LANGUAGES

Department of Modern Foreign Languages

James F. Gaines, *Chair*
Marie A. Wellington, *Career Advisor–French*
Sammy R. Merrill, *Career Advisor–German*
Elizabeth M. F. Lewis, *Career Advisor–Spanish*

Faculty

Distinguished Professor
Sammy R. Merrill, *German*

Professors
James F. Gaines, *French*
Marie A. Wellington, *French*

Associate Professors
Ana Garcia Chichester, *Spanish*
Leonard R. Koos, *French*
Elizabeth M. F. Lewis, *Spanish*
Vera Niebuhr, *German*

Assistant Professors
Scott Powers, *French*
Jose Angel Sainz, *Spanish*
Mary F. Yudin, *Spanish*

Programs in Modern Foreign Languages

Through courses in French, German, Italian, and Spanish, the department offers students the opportunity to gain proficiency in understanding, reading, writing, and speaking one or more foreign languages. Laboratory facilities are used extensively to supplement classroom instruction.

Classes are conducted primarily in the foreign language. Through classroom instruction, individual research, and work in department-sponsored language clubs, students come to know the culture of the people whose language they study. Through internships, students work directly in language-related professions.

Within the major in Modern Foreign Languages, the department offers concentrations in French, German, and Spanish. Students may also request a special major in Italian Studies. Double major in a foreign language and another discipline are possible. Non-majors may also take advantage of the language program.

The department provides students an opportunity to reside in campus residence areas in which the foreign language is spoken and which sponsor various inter-cultural programs each year. Currently each language area has as its resident program director a native speaker of that foreign language. The French section runs an exchange program with the University of Valenciennes which allows graduating seniors to teach in France for a year.

The department offers the following summer programs: French language and culture in Les Sables d'Olonne, France (4 weeks, in collaboration with West Virginia University), German language and culture in Rosenheim, Germany (3 weeks); Italian culture and art in Urbino, Italy (4 weeks); and Spanish language and culture in Mérida, Mexico or Bilbao, Spain (3 weeks and 5 weeks, respectively). In addition, the department cooperates with a variety of overseas study programs, advises and encourages students wishing to study abroad, and helps in planning their foreign study programs. Credits can be accepted from abroad to fulfill department requirements.

Graduates in Modern Foreign Languages may pursue careers in government or in private fields in which the knowledge of a foreign language and culture is essential, including interpreting, translating, research, social services, education, or international business.

**For information regarding General Education language requirements for students not currently majoring in Modern Foreign Languages, please see page 47 in this Catalogue.*

Modern Foreign Language Course Offerings

201 – World Literature in Cultural Context (3)
World literature in context—an introduction to literature from Western and non-Western perspectives. Themes and literary techniques from a variety of authors. In English.

Other Modern Foreign Language courses are listed separately under a heading for each language. See: French, German, Italian, Spanish.

MUSIC

Department of Music

Patricia P. Norwood, *Chair and Career Advisor*

Faculty

Professors

Martha V. Fickett
David J. Long
Patricia P. Norwood

Assistant Professors

Kevin P. Bartram
Stephen J. Burton
Craig T. Naylor

The Program in Music

The Department of Music is an accredited member of the National Association of Schools of Music. The Department of Music offers courses for both the music major and students whose primary interests are in other disciplines. Required courses in the music major are presented sequentially. These courses are also available to the non-music major if taken in sequence. The department sponsors chapters of Mu Phi Epsilon, the international professional music fraternity, and the Music Educators National Conference.

The major program in music includes intensive study in theory, history, and performance. As in all liberal arts programs, the emphasis is on broad coverage rather than specialization, although specialization is possible through careful selection of elective courses, independent study projects, and internships. The major program in music prepares students for graduate study as well as for careers in the performing arts, public school teaching, and many other areas. Some graduates of the program elect to pursue professions outside of music.

The music department's Pollard Hall includes a small recital hall, a class piano laboratory, practice and rehearsal facilities as well as a center, which supports instructional technology and also houses the department's collections of sound and video recordings, scores, and books. Nearby DuPont Hall houses the department's electronic music laboratory.

The music department presents a wide variety of public musical performances throughout the academic year. Students and faculty appear in general recitals, senior and faculty recitals, and chamber programs, and perform with the College-Community Symphony Orchestra, the MWC Chorus, Show Choir, the Fredericksburg Singers, the Women's Chamber Chorale, the Symfonics, the MWC Jazz Ensemble, the Flute, Clarinet, Brass and String Ensembles, the Wind and Percussion Ensemble, and the Old World Consort. The department and the College also sponsor visiting performers and lecturers in recitals, concerts, and master classes.

The music department offers individual instruction in all wind, string, and keyboard instruments and voice based on competitive auditions. A maximum of 12 credits in individual instruction and 10 credits in performing ensembles may be counted toward the minimum 122 credits required for a degree. Students should balance their total program before exceeding these limits.

Students planning to major in Music should take Music Theory 181 (Music Theory I) in their first semester. Students should also audition for individual study in their performance area and for admission to a musical ensemble.

Incoming prospective majors also may audition in the winter months for the Aurelia B. Walford Scholarships, awarded to outstanding performers.

Requirements for the Music Major

Forty (40) credits in Music including Music Theory 181, 281, 286, 381, 382, 385, 386, 481, 485, and 490; Music History and Literature 275, 376, and 377; plus nine more credits in music courses above the 100-level (performance requirements may be included).

Additional Major Requirements: All music majors must study their major performance area for a minimum of 4 semesters. Majors must also participate for 4 semesters in a performing ensemble or serve as an accompanist for 4 semesters. The music faculty monitors the progress of music majors enrolled in individual instruction through jury examinations in each student's primary performance area. The department also conducts a series of outcomes assessments at various stages of the program.

Music Education Licensure

Music majors seeking public school teaching licensure in music must obtain a complete outline of requirements for either the "Choral/Vocal," "Band," or "Strings" license in their first semester of attendance at the College. A licensure manual for music majors is available from the music department chairperson. Additionally, concurrent contact must be made with the College's Department of Education registering the intent to seek licensure.

Music Education Course Offerings

170 – Topics in Music Education (3)
An introductory course for all students to explore the application of musical knowledge in diverse educational environments.

359 – Music for the Elementary Classroom Teacher (3)
A study of the objectives and processes of teaching music in the elementary schools with emphasis on music reading, conceptual learning, and teacher competencies. For the non-music major. Offered summers according to demand.

491, 492 – Individual Study in Music Education (1-3, 1-3)
Prerequisite: permission of department. Advanced study under the direction of a music department faculty member. Project required. Departmental permission required.

499 – Internship in Music Education (1-3)
Prerequisite: permission of department. Supervised off-campus work developed in consultation with the Department of Music and the off-campus agency. Departmental permission required.

Music History and Literature Courses

151 – Great Musical Masterworks (3)
An introductory level course that follows a "great books" approach.

152 – Music and Society (3)
A study of musical works that mirror the society that produced them. The topics chosen for study will include at least two centuries and two continents.

153 – Women in Opera (3)
A historical survey of opera that focuses on an examination of the roles of women and their social and economic opportunities.

154 – Music of Non-Western Cultures (3)
A course investigating the roles of music, its distinguishing features, and performance traditions in eight to ten geographic regions to appreciate how it differs from a Western perspective.

261 – Topics in Vocal Music (3)
An exploration of chiefly vocal repertories focusing on genre, composer, and/or era.

262 – Topics in Instrumental Music (3)
An exploration of chiefly instrumental repertories focusing on genre, composer, and/or era.

275 – Music History I (3)
Prerequisite: Music Theory 281. A study of music history from its beginnings through the seventeenth century. Analysis and research.

355 – Symphonic Literature (3)
A study of the orchestral repertoire from the late seventeenth century to the present day.

362 – Beethoven (3)
A biographical and analytical study, pertaining to Ludwig van Beethoven and his music.

368 – History of Jazz (3)
The study of the development of jazz, ragtime, blues, Dixieland, boogie-woogie, and later styles, which evolved in the genre.

376 – Music History II (3)
Prerequisites: Music History and Literature 275 and Music Theory 382. A study of music history from the seventeenth century through the time of Beethoven. Analysis and research.

377 – Music History III (3)
Prerequisites: Music History and Literature 376. A study of music history from the early romantic era to the present time. Analysis and research.

491, 492 – Individual Study in Music History and Literature (1-3, 1-3)
Advanced study under the direction of a music department faculty member. Project required. Departmental permission required.

499 – Internship in Music History and Literature (1-3)
Supervised off-campus work developed in consultation with the Department of Music and the off-campus agency. Departmental permission required.

Music Theory Courses

160 – Topics in Music Theory (3)
An application of basic rhythm, meter, melody, and chords through computer controlled sound production systems and MIDI (musical instrument digital interface), which enables the student to produce original compositions.

181 – Music Theory I (3)
A conceptual explanation of basic music vocabulary and sound resources–rhythm, meter, modes, scales, clefs, intervals, notation, acoustics–with musical examples.

281 – Music Theory II (3)
Prerequisite: Music Theory 181 or equivalent. Pre-Baroque music theory. A study of principles of counterpoint, 16th-century polyphony, evolution of functional harmony and emphasis on the mass and early choral writing. Analysis emphasized.

285 – Skill Development I (1)
Development and application of fundamental aural and written skills. Includes sight-singing, dictation, keyboard, basic conducting, and beginning improvisation techniques. A companion course to Music Theory 181.

286 – Theory II Skills (1)
Corequisite: Music Theory 281, which must be taken concurrently by music majors. Development and application of two to four-part aural and written skills, relating to sixteenth-century polyphony and early chorales. Includes sight-singing, dictation, keyboard and basic conducting.

369 – Orchestration (3)
Prerequisite or corequisite: Music Theory 382. A study of techniques of instrumental scoring considered historically and creatively. Project required.

370 – Introduction to Electronic Music (3)
Prerequisite: Music Theory 181 or equivalent. An emphasis on historical developments, current status, physical concepts, language, and compositional techniques as they apply to synthesized music. Project required.

381 – Music Theory III (3)
Prerequisite: Music Theory 281 or equivalent. Baroque music theory. Explores major-minor tonality, figured bass, 7th chords, cadence formulae, modulations, and progressions as exemplified in period pieces. Analysis emphasized.

382 – Music Theory IV (3)
Prerequisite: Music Theory 381 or equivalent. Classic-Romantic music theory. Harmonic syntax and structure, including altered chords, advanced tonality, and form. Analysis emphasized.

385 – Theory III Skills (1)
Prerequisite: Music Theory 286; corequisite Music Theory 381, which must be taken concurrently by music majors. The development and application of three- and four-part aural and written skills. Includes sight-singing, dictation, keyboard experiences, basic conducting, and improvisational techniques.

386 – Theory IV Skills (1)
Prerequisite: Music Theory 385; corequisite Music Theory 382, which must be taken concurrently by music majors. The continuing development and application of aural and written skills. Includes sight-singing and dictation. The course emphasizes keyboard experiences as well as basic conducting and improvisational techniques.

481 – Music Theory V (3)
Prerequisite: Music Theory 382 or equivalent. Contemporary music theory. Theoretical developments and analytical techniques of twentieth-century music, both tonal and atonal.

483 – Music Composition (3)
Prerequisite or corequisite: Music Theory 481. A study of compositional techniques focusing on selected style periods, featuring both large and small models. Creative project required.

485 – Theory V Skills (1)
Prerequisite: Music Theory 386; corequisite Music Theory 481, which must be taken concurrently by music majors. The development and application of aural and written skills pertaining to the modern era. Includes continuations of sight-singing, dictation, keyboard, conducting, and improvisational techniques.

490 – Music History-Theory Seminar (3)
Prerequisite or corequisite: Music Theory 481, Music History and Literature 377. Project required, presenting research from historical and theoretical perspectives.

491, 492 – Individual Study in Music Theory (1-3, 1-3)
Advanced study under the direction of a music department faculty member. Project required. Departmental permission required.

499 – Internship in Music Theory (1-3)
Prerequisite: permission of department. Supervised off-campus work developed in consultation with the Department of Music and the off-campus agency. Departmental permission required.

Music Performance Courses

Class Instruction

201, 202 – Class Voice I, II (1, 1)
Class instruction through the intermediate performance level, emphasizing fundamentals of vocal technique through performance, as preparation for private voice study. Placement audition.

203, 204 – Class Voice III, IV (1, 1)
Required corequisite: Private Voice (Music Performance 301, 401). A comprehensive study of diction applying the standard international phonetic alphabet to the Italian and German (MUPR 203) and English and French (MUPR 204) languages.

205, 206, 207 – Class Piano I, II, III, (1, 1, 1)
Class instruction for beginners through the intermediate level. MUPR 205 and 206 deal with fundamental performance techniques. The course presumes the ability to read music. MUPR 207 emphasizes musical expression and preparation for private piano study. Placement audition.

225 – Class Percussion (1)
Beginning group study in performance techniques of percussion instruments. Recommended for music majors seeking teaching certification in the instrumental area and for students interested in composition.

Private Instruction

Registration for private instruction is contingent upon a successful audition.

All 300-level courses consist of one half-hour lesson per week for one credit. The 400-level courses consist of a one-hour lesson per week for two credits. Both are available by permission from the department chairperson. Each course may be repeated for additional credit at the discretion of the instructor. A lesson fee applies for all students.

301, 401 – Voice (1, 2)

305, 405 – Piano (1, 2)

309, 409 – Harp (1, 2)

310, 410 – Organ (1, 2)

311, 411 – Flute (1, 2)

312, 412 – Oboe (1, 2)

313, 413 – Clarinet (1, 2)

314, 414 – Bassoon (1, 2)

315, 415 – Saxophone (1 ,2)

321, 421 – French horn (1, 2)

322, 422 – Trumpet (1, 2)

323, 423 – Trombone/Baritone (1, 2)

324, 424 – Tuba (1, 2)

325, 425 – Percussion (1, 2)

331, 431 – Violin (1, 2)

332, 432 – Viola (1, 2)

333, 433 – Cello (1, 2)

334, 434 – Contrabass (1, 2)

335, 435 – Guitar (1, 2)

Ensembles

341 – Chorus: MWC Chorus (1)
Treble voices performing representative repertoire of all periods of music. Open by audition.

341 – Chorus: Fredericksburg Singers (1)
Mixed voices performing representative repertoire of all periods of music. Open by audition. In cooperation with local community musicians.

341 – Chorus: Show Choir (1)
Mixed voices performing music of the Broadway stage, combining singing and dancing. Open by audition.

342 – Orchestra (1)
Opportunity to study and perform selected repertoire representative of the literature written for orchestra. Open by audition. In cooperation with local community musicians.

344 – Instrumental Ensemble (1)
Jazz, Flute, Clarinet, Brass, Wind and Percussion, and String Ensembles. Opportunity to study and perform specialized repertoire. Open by audition.

347 – Choral Conducting (3)
Prerequisite or corequisite: Music Theory 381, 385. The principles and techniques of choral conducting, including score reading, score analysis, and program planning.

348 – Instrumental Conducting (3)
Prerequisite or corequisite: Music Theory 381, 385. The principles and techniques of instrumental conducting, including score reading, score analysis, and program planning.

441 – Opera Workshop (Operafest) (3)
Opportunity to study and perform scenes from the operatic repertoire. Open by audition. First summer session only.

491, 492 – Individual Study in Music Performance (1-3, 1-3)
Advanced study under the direction of a music department faculty member. Project required. Departmental permission required.

499 – Internship in Music Performance (1-3)
Supervised off-campus work developed in consultation with the Department of Music and the off-campus agency. Departmental permission required.

PHILOSOPHY

Department of Classics, Philosophy, and Religion

Craig R. Vasey, *Chair*
Craig R. Vasey, *Career Advisor*

Faculty

Professor
Craig R. Vasey
Associate Professors
David K. Ambuel, *Kurt F. Leidecker Chair of Asian Studies*
Mehdi Aminrazavi, *Kurt F. Leidecker Chair of Asian Studies*
Assistant Professor
Li-Hsiang Lee

The Philosophy Program

The discipline of philosophy has been shaped by an intellectual and historical tradition that began some 2500 years ago in Greek culture. "Philosophy" literally means "love of wisdom." It is the systematic study of ideas and issues, a reasoned pursuit of fundamental truths, a quest for a comprehensive understanding of the world, a study of principles of conduct, and much more.

The problems and materials of philosophy are drawn from every aspect of our lives and experience, and its deliberations extend to every subject admitting of disciplined reflection. Students majoring in philosophy will develop knowledge of the history and current state of Western philosophy, a grasp of representative philosophical issues and ways of dealing with them, a capacity to apply philosophical methods to intellectual problems, and a sense of how philosophy bears on other disciplines and on human life more generally. A philosophy major develops a critical mind, a balance of analytic and interpretive abilities, and a capacity for the imaginative development of abstract formulations and their concrete applications. These virtues make philosophy especially good preparation for responsible citizenship and positions of leadership.

Philosophy Major Requirements

Students wishing to major in Philosophy may choose from two concentrations: the Philosophy major, or the Pre-Law Concentration in Philosophy, which offers special preparation for students considering a career in law or related fields.

1. Requirements for the Philosophy major:

Ten courses (30 credits) including PHIL 151; PHIL 201, 202; one of PHIL 301, 302, 303; one course from the Twentieth Century Philosophy set (PHIL 342, 343, 405, 407, 450); one course from the Social and Political Philosophy set (PHIL 100, 210, 211, 220, 320, 350); one course from the non-Western set (PHIL 283, 284, 286, 287, 440); PHIL 485 (Research in Philosophy); two additional courses in Philosophy at the 300- or 400-level. With the approval of the major advisor, one of the following may be allowed: CPRD 299, CPRD 331, LATN 432, RELG 306, RELG 314, RELG 317, RELG 331, RELG 341.

2. Requirements for the Pre-Law Concentration in Philosophy:

Ten courses (33 credits) including PHIL 100, 151, 201, 202, 320; two of PHIL 301, 302, 303; one course from the Twentieth Century Philosophy set (PHIL 342, 343, 405, 407, 450); one course from the non-Western set (PHIL 283, 284, 286, 287, 440); PHIL 485 (Research in Philosophy). Successful completion of LATN 202 (Intermediate Latin) or an upper-level LATN language course. (3 credits)

Majors in Philosophy with an interest in graduate studies are especially urged to achieve competence in Greek, Latin, French or German. Students with a 3.5 GPA in Philosophy are eligible for Honors depending upon successful completion of PHIL 485 and defense.

Philosophy Course Offerings

100 – Individual and Community (3)
Through a close reading of Plato's *Republic,* supplemented by accompanying readings, small tutorial groups will read, write, and talk about specific issues that interest them.

102 – Ideas and Culture: The Philosophical Tradition (3)
A historical introduction to Western civilization's philosophical heritage from Plato to postmodernism. Cross-listed as CPRD 102.

151 – Introductory Logic (3)
Basic principles of analytical reasoning and the appraisal of arguments. Among the topics covered are symbolic language, translation, and methods of formal proof including propositional calculus and first order predicate calculus.

201 – Ancient Greek Philosophy (3)
Selected works by ancient Greek philosophers, including the presocratics, Plato, and Aristotle.

202 – Early Modern Philosophy (3)
Rationalism and Empiricism. Selected works by such modern philosophers as Descartes, Spinoza, Locke, Leibniz, and Berkeley.

210 –Social and Political Philosophy (3)
Introduction to classical, modern, and contemporary social and political theories as well as issues in a global context.

211 – Ethical Studies (3)
The status and justification of moral judgments, and the reasons behind disagreements in moral issues.

220 – Introduction to Feminism (3)
Introduction to feminism as a philosophical movement of the 20th century. Study of historical predecessors (Mill, Marx, deBeauvoir), the dominant theoretical orientations (liberal, radical, psychoanalytic, standpoint, postmodern), and implications of this movement for philosophy and other disciplines.

244 – Philosophy of Science (3)
Prerequisite: Completion of Lab Science General Education requirement. An examination of the philosophical issues raised and illustrated in both scientific theory and practice.

283 –Hinduism (3)
An introduction to the thought and traditions of Hinduism. Readings from the Vedas, Upanishads, Bhagavadgita, Puranas, and philosophical schools. Crosslisted as Religion 283

284 – Buddhism (3)
An introduction to the thought and traditions of Buddhism. Readings from the Dhammapada as well as from various Theravada and Mahayana schools. Crosslisted as Religion 284

286 –Confuciansim (3)
An introduction to major Confucian texts and the contemporary uses of Confucian thought. Crosslisted as Religion 286

287 –Daoism (3)
An introduction to major Daoist texts and the contemporary uses of Daoist thought. Crosslisted as Religion 287.

301 – Medieval Philosophy (3)
Prerequisite: Philosophy 201. A survey of philosophical thought in the Jewish, Christian and Islamic traditions.

302 – Hume and Kant (3)
Prerequisite: Philosophy 202. A study of the major works and influence of Hume and Kant, with emphasis on the *Critique of Pure Reason.*

303 – Hegel, Marx, and Nietzsche (3)
Prerequisite: Philosophy 202. Study of the most important European philosophers of the 19th century.

306 – Advanced Logic (3)
Prerequisite: Philosophy 151 or six credits in mathematics. Theory of formal systems; applied criteria of consistency, completeness, and quantification; other topics in symbolic logic.

310 – Plato (3)
Prerequisite: Philosophy 201. Close study of selected works by Plato and scholarship on Plato.

311 – Aristotle (3)
Prerequisite: Philosophy 201. Close study of selected works by Aristotle and scholarship on Aristotle.

318 – Philosophy of Religion (3)
Philosophical examination of such topics as the relationship between faith and reason, the existence and non-existence of god, life after death, mysticism, and miracles. Cross-listed as Religion 318.

320 – Philosophical Problems of Law (3)
Central issues in the philosophy of law, including justice, liberty, punishment, responsibility, and the definition of law; discussion of the relation of theoretical questions to contemporary legal issues.

324 –Applied Ethics (3)
Comprehensive study of how ethical theories apply to various fields such as Business, Environmental Science, Law or Bio-technology. Specific topics at the discretion of the instructor.

342 – Phenomenology (3)
The basic concepts and arguments of both transcendental and existential phenomenology, from central works of Husserl and Heidegger.

343 – Existentialism (3)
Critical study of major works of Heidegger, deBeauvoir, and Sartre.

350 – Feminist Theory and Philosophy (3)
Prerequisite: Philosophy 202 or 220. In-depth study of philosophical issues in feminism and implications of feminist theory for epistemology, metaphysics, ethics, and philosophy of science.

354 – Philosophy of Education (3)
Historical and contemporary philosophical examination of the goals and methods of education.

405 – Freud (3)
Prerequisite: Philosophy 201 or 202. Theoretical papers from among Freud's metapsychological works.

407 – Analytic Philosophy (3)
Prerequisites: Philosophy 201 and 202. Study of the history, development and some central writings of Frege, Russell, Wittgenstein, Quine and others.

440 –Studies in Asian and Comparative Philosophy (3)
Prerequisite: One of the following: Philosophy /Religion 283, 284, 285, 286, 287. Studies in a topic within Asian philosophical traditions.

450 – Seminar in Twentieth Century Philosophy (3)
Prerequisite: Philosophy 202. Intensive examination of a selected author, problem or movement of the twentieth century.

481 – Readings in Philosophy (3)
Discussion of philosophical literature in a field selected by the philosophy faculty after consultation with students.

485 – Research in Philosophy (3)
Capstone course required of all senior Philosophy majors; preparation of a senior thesis under supervision of the Philosophy faculty. Offered in Spring. Successful completion and defense, with GPA of 3.5 in the major, required for graduation with Honors in Philosophy.

491, 492 – Individual Study (3–6, 3–6)
Prerequisite: permission of department. Tutorial under the direction of a member of the staff. By permission of the philosophy faculty.

499 – Internship (Credits variable)
Supervised off-campus experience, developed in consultation with the philosophy faculty.

Joint Course Offerings
Classics–Philosophy–Religion

101 – Ideas and Culture: The Classical Tradition (3)
The principal intellectual achievements of Periclean Athens and Augustan Rome, with attention to cultural and historical contexts and influences on the development of Western civilization. Cross-listed as Classics 101.

102 – Ideas and Culture: The Philosophical Tradition (3)
A historical introduction to Western civilization's philosophical heritage from Plato to postmodernism. Cross-listed as Philosophy 102.

103 – Ideas and Culture: The Religious Tradition (3)
Select study of the religious dimensions of Western culture from the beginning of the Roman Empire until today. Cross-listed as Religion 103.

299 – Mysterium Humanum Studies (3)
Different topics of fundamental human concern are treated at different times in this interdisciplinary course involving the entire faculty of the Department of Classics, Philosophy, and Religion. Topics covered in the past include Wrestling with Death, The Tempest of Time, Sex and Society in the West, Slavery, and Freedom and Religion.

301, 302 – Studies in Ancient Languages (3, 3)
Prerequisite: permission of instructor. Introduction to the morphology and syntax of selected ancient languages relevant to the study of classics, philosophy, and religion (such as Coptic, Quranic Arabic, Oscan, and Sanskrit). These courses do not satisfy the College's general education requirement for proficiency in a foreign language.

331 – Crossdisciplinary Topics in Classics, Philosophy, and Religion (3)
A consideration of a theme from the perspective of two or three of the disciplines taught in the Department of Classics, Philosophy, and Religion.

PHYSICAL EDUCATION

Department of Health and Physical Education

Edward H. Hegmann, *Chair, Career Advisor*

Faculty

Professors
Edward H. Hegmann, *Director of Athletics*
Roy M. Gordon, *Associate Director of Athletics*

Associate Professors
Deborah A. Conway
Kurt M. Glaeser
Dana Sue Hall
Thomas F. Sheridan
David S. Soper

Assistant Professor
Matthew A. Kinney

Senior Lecturers
Todd Helbling
Brad Holdren
David V. Nulanz, *Athletic Trainer*
Cindy Vander Berg
Rodrick L. Wood

The Physical Education Program

Participation in physical activities, including physical education classes, recreational programs, and intercollegiate athletics, is an essential part of the educational experience at Mary Washington.

The center for all indoor health, physical education, and recreation is Goolrick Hall. A modern 74,000 square-foot building, it has courts for basketball, badminton, volleyball, handball/racquetball, two dance studios, a 6-lane, 25-yard swimming pool, a weight training room, classrooms, and an auxiliary gym for individual exercise and recreation. The outdoor facilities include fields for baseball, soccer, lacrosse, field hockey, flag football, softball, and rugby, running trails, an 8-lane, 400-meter Rubaturf track, and a 12-court lighted tennis complex.

Physical education courses include history, rules, and basic techniques in individual and team sports. Riding courses are available for credit but require a special fee.

All Physical Education courses (except 314 and 318) may be repeated for additional credit, but no more than eight credits may be counted toward the 122 credits required for graduation. If two sections of the same course are taken in one semester, only one will count toward degree requirements.

Physical Education Course Offerings

102 – Basketball: Men (1)
Course includes history, rules, and basic techniques of basketball.

104 – Basketball: Women (1)
Course includes history, rules, and basic techniques of basketball.

105 – Volleyball (1)
Course includes history, rules, and basic techniques of volleyball.

110 – Individual Exercise: Weight Training (1)
Course includes basic techniques of weight training.

111 – Individual Exercise: Aerobics (1)
Course involves individual and group aerobic exercise instruction and participation.

112 – Individual Exercise: Step Aerobics (1)
Course includes individual and group step aerobic exercise instruction and participation.

113 – Individual Exercise (1)
Course includes personal program of individual exercises.

116 – Swimming (1)
Course includes basic techniques of swimming.

117 – Swimming: Non-Swimmers (1)
Course includes basic techniques of swimming.

123 – Soccer (1)
Course includes history, rules, and basic techniques of soccer.

132 – Tennis (1)
Course includes history, rules, and basic techniques of tennis.

134 – Tennis/Badminton (1)
Course includes history, rules, and basic techniques of tennis and badminton.

145 – Adaptive Aerobics (1)
For handicapped students. Prerequisites: medical authorization and permission of instructor. An opportunity for physically handicapped students to participate in aerobic activities.

146 – Adaptive Individual Exercise (1)
For handicapped students. Prerequisites: medical authorization and permission of instructor. An opportunity for physically handicapped students to participate in individual exercise.

147 – Elementary Position and Control in Riding (1)
Designed for those who have never ridden hunt seat. General handling of the horse, basic

terminology; riding at the walk, trot, and canter, using elementary aids.

148 – High Elementary Position and Control in Riding (1)
Designed for those who have limited experience in riding or those who have taken 147. Review of 147; introduction of soft contact and jumping over low fences on loose reins.

248 – Intermediate Position and Control in Riding (1)
The beginning of soft, precise controls; coordination of the rider's aids with the horse's efforts. Continuation of jumping fundamentals and crest release; work over simple courses.

302 – Basketball: Men (1)
Prerequisite: Physical Education 102.
Advanced instruction in basketball.

304 – Basketball: Women (1)
Prerequisite: Physical Education 104.
Advanced instruction in basketball.

305 – Volleyball (1)
Prerequisite: Physical Education 105.
Advanced instruction in volleyball.

310 – Individual Exercise: Weight Training (1)
Prerequisite: Physical Education 110.
Advanced instruction in weight training.

311 – Individual Exercise: Aerobics (1)
Prerequisite: Physical Education 111.
Advanced instruction in aerobics.

312 – Individual Exercise: Step Aerobics (1)
Prerequisite: Physical Education 112.
Advanced instruction in step aerobics.

313 – Individual Exercise (1)
Prerequisite: Physical Education 113.
Advanced instruction in individual exercise.

314 – Lifeguard Training (1)
Teaches individuals skills, procedures, and philosophies associated with lifeguarding. Students become aware of common hazards in aquatic environments; learn to recognize victims in distress or drowning situations; establish an awareness of the responsibilities of a lifeguard; and develop speed, endurance, and technique in swimming and lifeguarding skills. May not be repeated for additional credit.

316 – Swimming (1)
Prerequisite: Physical Education 116.
Advanced instruction in swimming.

317 – Swimming: Non-Swimmers (1)
Prerequisite: Physical Education 117.
Advanced instruction for the non-swimmer.

318 – Water Safety Instruction (1)
Trains instructor candidates to teach the American Red Cross water safety courses. Topics include course planning and organization, ensuring safety of participants, skill development sessions, familiarization with textbooks and instructors' manuals, practice teaching assignments, American Red Cross operational policies and procedures. May not be repeated for additional credit.

323 – Soccer (1)
Prerequisite: Physical Education 123.
Advanced instruction in soccer.

332 – Tennis (1)
Prerequisite: Physical Education 132.
Advanced instruction in tennis.

334 – Tennis/Badminton (1)
Prerequisite: Physical Education 134. Advanced instruction in tennis and badminton.

345 – Adaptive Aerobics (1)
Advanced instruction for handicapped students. Prerequisites: Physical Education 145, medical authorization, and permission of instructor. An opportunity for physically handicapped students to participate in aerobic activities.

346 – Adaptive Individual Exercise (1)
Advanced instruction for handicapped students. Prerequisites: Physical Education 146, medical authorization, and permission of instructor. An opportunity for physically handicapped students to participate in individual exercise.

348 – Advanced Equitation, Schooling, and Competition (1)
Prerequisite: One year of riding at Mary Washington or demonstration of thorough understanding of the forward school of riding. Preparation of student horses for competition; schooling of green horses, reschooling of problem horses; preparation of IHSA open riders for competitions.

349 – Physical Education for the Elementary Teacher (3)
Movement skills for children; includes movement exploration, creative rhythms, folk dance, games, and self-teaching for physical fitness. Does not satisfy the physical education general education requirement.

400 – Intercollegiate Baseball (1)
Participation on Intercollegiate Men's Baseball Team.

403 – Intercollegiate Basketball: Men (1)
Participation on Intercollegiate Men's Basketball Team.

404 – Intercollegiate Basketball: Women (1)
Participation on Intercollegiate Women's Basketball Team.

406 – Intercollegiate Cross Country: Men (1)
Participation on Intercollegiate Men's Cross Country Team.

407 – Intercollegiate Cross Country: Women (1)
Participation on Intercollegiate Women's Cross Country Team.

408 – Intercollegiate Women's Field Hockey (1)
Participation on Intercollegiate Women's Field Hockey Team.

410 – Intercollegiate Lacrosse: Men (1)
Participation on Intercollegiate Men's Lacrosse Team.

411 – Intercollegiate Lacrosse: Women (1)
Participation on Intercollegiate Women's Lacrosse Team.

412 – Intercollegiate Riding (1)
Participation on Intercollegiate Riding Team.

413 – Intercollegiate Soccer: Men (1)
Participation on Intercollegiate Men's Soccer Team.

414 – Intercollegiate Soccer: Women (1)
Participation on Intercollegiate Women's Soccer Team.

417 – Intercollegiate Rowing: Men (1)
Participation on Intercollegiate Men's Rowing Team.

418 – Intercollegiate Rowing: Women (1)
Participation on Intercollegiate Women's Rowing Team.

422 – Intercollegiate Softball (1)
Participation on Intercollegiate Women's Softball Team.

428 – Intercollegiate Swimming: Men (1)
Participation on Intercollegiate Men's Swimming Team.

429 – Intercollegiate Swimming: Women (1)
Participation on Intercollegiate Women's Swimming Team.

431 – Intercollegiate Tennis: Men (1)
Participation on Intercollegiate Men's Tennis Team.

432 – Intercollegiate Tennis: Women (1)
Participation on Intercollegiate Women's Tennis Team.

482 – Intercollegiate Track: Men (1)
Participation on Intercollegiate Men's Track Team.

483 – Intercollegiate Track: Women (1)
Participation on Intercollegiate Women's Track Team.

484 – Intercollegiate Women's Volleyball (1)
Participation on Intercollegiate Women's Volleyball Team.

PHYSICS

Department of Physics

George King, III, *Chair and Career Advisor*
Bulent I. Atalay, *Career Advisor*

Faculty

Professors
Bulent I. Atalay
George King, III
Assistant Professor
Susan C. Matts

The Physics Program

The study of physics provides the basis for understanding the fundamental laws of the physical universe. The principles of physics underlie other natural sciences and are essential to many applied programs. The Mary Washington College physics program's focus is to expose students to a broad range of physical phenomena. The program's goal is to meet the needs of students who will become specialists in the field, as well as, to satisfy the interest of students who take physics to fulfill a general education requirement.

The physics curriculum consists of a rigorous core of courses with experimentation. Senior majors may participate in undergraduate research which could qualify as an honors thesis and may result in a presentation at a local or national conference. The Society of Physics Students and its honorary society, Sigma Pi Sigma, sponsors guest speakers and field trips to national laboratories and conferences.

Physics is a major for students interested in challenging, exciting, and productive careers in fields such as: acoustics, astronomy, astrophysics, atomic physics, biophysics, chemical physics, fluid dynamics, geophysics, low-temperature physics, medical physics, materials sciences, nuclear physics, optics, particle physics, physics education, plasma physics, solid state physics and vacuum physics. Graduates of Mary Washington College have gone on to successful careers as researchers, educators, engineers, etc.

Requirements for the Physics Major

Forty (40) credits as follows: Thirty one (31) credits from Physics 105, 106, 211, 321, 331, 384, 411, 482 and Mathematics 224 and 312 (Physics 317 may substitute for either mathematics course); Nine (9) credits from Physics 317, 322, 332, 401, 412, 471 and 472.

Physics Course Offerings

101, 102 – General Physics (4, 4)
An introductory course covering the fundamentals of physics. Primarily for non-science majors. Emphasis on building concepts and applying principles. Topics discussed: classical mechanics, thermodynamics, electricity, and magnetism, optics, and special relativity. Facility with algebra and trigonometry is required. Laboratory. Only in sequence. Credit for only one introductory physics sequence (101–102 or 105–106) can be counted toward degree requirements.

103, 104 – Elementary Astronomy (3, 3)
Descriptive study of solar system, stars, galaxies, and the universe as a whole. Recent developments covered. Some telescope viewing.

105, 106 – University Physics (4, 4)
Corequisites: Mathematics 121 for Physics 105, and Mathematics 122 for Physics 106. Calculus based introductory course primarily for science students. Topics covered: classical mechanics, thermodynamics, electricity, magnetism, optics and some modern physics. Laboratory. Only in sequence. Credit for only one introductory physics sequence (101–102 or 105–106) can be counted toward degree requirements.

210 – Nuclear Physics (3)
Prerequisites: Physics 105 and Mathematics 122 or the permission of the instructor. Topics include: nuclear structure, static and dynamic properties of the nucleus, radioactive decay, the Bateman equation, mass parabolas, transition rates, and particle accelerators.

211 – Modern Physics (3)
Prerequisites: Mathematics 122 and Physics 106; or permission of the instructor. Covers development of 20th century physics – special relativity, introduction to quantum mechanics, wave-particle duality, nuclear, atomic and molecular structure.

317 – Methods of Mathematical Physics (3)
Prerequisites: Physics 106 and Mathematics 122; or permission of the instructor. Development of methodologies needed to study advanced physics: vectors and matrix algebra, vector calculus, differential equations, orthogonal functions, complex numbers, Fourier series, probability distributions, and numerical methods.

321 – Classical Mechanics (3)
Prerequisites: Physics 105 and Mathematics 224; Corequisite: Mathematics 312. Kinematics and dynamics of a single particle, systems of particles, harmonic motion, central forces, conservation laws, Lagrange and Hamilton's equations of motion.

322 – Classical Mechanics (3)
Prerequisite: Physics 322. Extensive 3D translational and rotational motion analysis and simulation, kinematics and dynamics of systems of particles, non-inertial reference frames, Lagrangian and Hamiltonian mechanics.

331 – Electricity and Magnetism (3)
Prerequisites: Physics 106 and Mathematics 224; Corequisite: Mathematics 312. Development of electric and magnetic static properties in vacuum and matter, electrodynamics and Maxwell's equations.

332 – Electricity and Magnetism (3)
Prerequisite: Physics 331. Covers conservation laws, electromagnetic waves in vacuum and matter, radiation transport and relativistic electrodynamics.

383 – Electronics (4)
Prerequisite: Physics 106. Basic DC and AC circuit theory, network filters, power supplies, non-linear devices and basic digital circuit theory; experiments using linear and non-linear elements. Lecture and laboratory.

384 – Advanced Physics Laboratory (4)
Prerequisite: Physics 211. Recommended: Physics 392. Experiments relevant to 20th century physics: electron's charge and mass, charge quantization, atomic spectra, microwave properties, speed of light, intensity and attenuation of radiation.

392 – Optics (4)
Prerequisite: Physics 106. Introduction to topics in geometrical and physical optics: reflection, refraction, superposition, interference, diffraction, polarization, laser systems, and holography. Laboratory.

401 – Thermodynamics and Statistical Mechanics (3)
Prerequisite: Physics 106. Temperature, thermodynamic states and variables, the laws of thermodynamics, entropy, thermodynamic potentials, change of phase, and the statistical properties of thermodynamic systems.

411 – Quantum Mechanics (3)
Prerequisites: Physics 211 and Mathematics 224 and 312. Introduction to basic principles of non-relativistic quantum mechanics: wave packets, uncertainty principle, wave functions, Schrodinger equation, harmonic oscillator and hydrogen atom.

412 – Quantum Mechanics (3)
Prerequisite: Physics 411. Matrix representation of quantum mechanics, transformations, perturbation theory.

462 – Advanced Nuclear Physics (3)
Prerequisite: Physics 210. A research course in theoretical nuclear physics.

471 – Selected Topics in Physics (3)
Prerequisite: permission of the instructor. Specialized topics in physics not offered on a regular basis, such as particle physics and general relativity.

472 – Solid State Physics (3)
Prerequisite: Physics 211. Introduces the physics of solids – crystal structure, Fermi surfaces and metallic behavior, phonons and exitons, electrical, optical and magnetic behavior of materials, semiconductors, and effect of defects on material properties.

482 – Physics Seminar (1)
A capstone course for senior physics majors only. Students give oral presentations on selected topics in physics.

491, 492 – Individual Study (1–4, 1–4)
Open to junior and senior physics majors. Four credits when taken for Honors in Physics.

499 – Internship (Credits Variable)
Supervised off-campus experience, developed in consultation with the department.

POLITICAL SCIENCE

Department of Political Science and International Affairs

John M. Kramer, *Chair*
Jason W. Davidson, *Career Advisor*

Faculty

Distinguished Professor
John M. Kramer
Associate Professors
Stephen J. Farnsworth
Victor A. Fingerhut
Assistant Professors
Rosalyn L. Cooperman
Jason W. Davidson
Elizabeth F. Larus

The Political Science Program

Political Science, the study of how various political systems work, offers courses ranging from urban politics and government to international politics. The department also provides many outlets through which students can gain practical knowledge of the field, including visits to Virginia's state capital and to Washington, D.C., internships in governmental offices, and involvement in major political events, such as the United Nations' student conference. Political Science is a good background for a career in law, urban planning, teaching, government, and private enterprise; it also lends itself to further study in graduate school.

Requirements for the Political Science Major

Thirty-six (36) credits including Political Science 101, 102, 201, 301, 302, 321, 441, 442; Twelve additional credits in Political Science (excluding 499). Political Science 101-102 is a prerequisite to all Political Science courses.

Political Science Course Offerings

101 – Introduction to Political Science (3)
Survey of the basic concepts and theories of political science, including comparative analysis of political institutions and ideologies.

102 – Introduction to International Relations (3)
Survey of major issues in international politics and foreign affairs, with emphasis on global awareness of states, regions, and politics in the international system.

201 – American Government (3)
Principles of Political Science as applied to American national government.

202 – American Public Policy (3)
A study of selected issues in public policy, including those related to the economy, health care, poverty, education, and the environment.

291 – Research and Writing in Political Science (3)
Principles of research and writing techniques for political science.

301 – Comparative Government of Western Europe (3)
Comparative analysis of the governments of the United Kingdom, France, and Germany.

302 – The Politics of Soviet Successor States (3)
A comparative analysis of politics in Soviet successor states and the legacy bequeathed to them by communist rule in the U.S.S.R.

304 – Contemporary American Politics (3)
In-depth analysis of selected problems in contemporary American politics.

311 – Congress and the Political Process (3)
Analysis of the contemporary role of Congress in its relation to the Presidency, the federal bureaucracy, and pressure groups.

312 – The American Presidency (3)
Analysis of the modern Presidency and its role in the American political system.

321 – Theories of International Relations (3)
Analysis of major theories of international relations. Topics include war, peace, international security, political economy, and global institutions such as the United Nations system.

332 – Metropolitan Problems (3)
Analytical study of the problems of American cities and other areas.

334 – Political Parties and Elections in America (3)
Structure and function of political parties; conduct of elections; pressure groups.

350 – Politics of Developing Countries (3)
Analysis of major issues and theories of political development in Latin America, Africa, and Asia, including political modernization and decay, civil society, and North-South relations.

354 – Politics of South Asia (3)
Study of political life in India, Pakistan, Bangladesh, and Sri Lanka.

355 – Politics of the Middle East and North Africa (3)
Study of politics in Iran, Israel, Turkey, and the Arab World. Featured topics may include Islam and politics, nationalism and the impact of Westernization, the Arab-Israeli conflict, and politics in the Persian Gulf.

356 – American Foreign Policy (3)
Problems facing the United States in its search for national security and international stability.

357 – Russian Foreign Policy (3)
Analysis of the foreign policy of post-communist Russia.

360 – Theory and Practice of Revolution (3)
Comparative analysis of theories of revolution and case studies of selected revolutions.

361 – Problems of Communism (3)
Study of the origins, development, and contemporary aspects of world communism.

362 – The Politics of Central and Eastern Europe (3)
Study of political life under both communist and post-communist rule in Bulgaria, the Czech and Slovak Republics, Hungary, Poland, Romania, and the former Yugoslavia.

363 – Mass Media Politics (3)
Study of the role of the mass media in shaping political attitudes and events.

366 – Government and Politics of China (3)
The Study of political and economic development of the People's Republic of China from both historical and conceptual perspectives, including discussion of political and economic reform since 1978, rising differentiation within Chinese society, human rights, and prospects for democracy in China.

367 – East Asia in World Affairs (3)
The role of East Asian countries in international affairs. Special emphasis is placed on the examination of the foreign policies of China and Japan, the development of Greater China, tension on the Korean Peninsula, and cooperation and conflict in the Pacific Rim over national security, trade issues, and human rights.

370 – Women and Politics (3)
Provides an overview of the major debates concerning women and politics. The first section of the course examines the historical evolution of women's participation in American politics from the fight for suffrage through the modern feminist movement. The second part of the course analyzes the experience of women as voters, candidates, and officeholders. Finally, students will evaluate the impact of specific public policies on women. The policy areas investigated will include abortion, welfare, child care, education, and employment issues.

422 – American Civil Liberties (3)
Intensive analysis of civil liberties in the United States, based primarily upon decisions of the Supreme Court.

441 – History of Political Thought I (3)
Examination of the contributions of the great political theorists from Plato to Burke.

442 – History of Political Thought II (3)
Examination of the contributions of modern political philosophers.

443 – Modern Political Analysis (3)
Study of the theories and application of modern political analysis.

471 – Political Science Seminar (3)
Intensive reading and group discussion of selected topics in political science.

491 – Individual Study in Political Science (3)
Directed individual research on approved problems in political science.

499 – Internship (Credits variable)
Supervised off-campus experience, developed in consultation with the department. No credit can count towards the major.

PSYCHOLOGY

Department of Psychology

Roy H. Smith, *Chair*
Steve Hampton and Miriam Liss,
Career Advisors
Debra C. Steckler, *Internship Advisor*

Faculty

Distinguished Professor
Roy H. Smith
Professors
Carole B. Corcoran
Christopher T. Kilmartin
B. David MacEwen
Thomas G. Moeller
Denis Nissim-Sabat
Larry W. Penwell
Associate Professors
Steve R. Hampton
Christine A. McBride
Debra C. Steckler
Assistant Professors
David W. Kolar
Miriam N. Liss
Jennifer Mailloux

The Psychology Program

The goal of the psychology major is to provide students with a sound introduction to psychology as a scientific discipline, including both traditional areas and more recent trends and theoretical developments. In addition, students receive extensive training in methodology and statistics. The study of psychology provides an excellent means for developing critical thinking, writing, oral communication and research skills.

Students are exposed to the variety of subject areas that define the field of psychology and are given the opportunity for hands-on, empirical work. Many students work on research teams and do year-long research projects under the direction of an individual faculty member. A variety of internships are offered at local businesses and social service agencies.

Course sequences prepare students for either graduate work in the social sciences or employment immediately after graduation. Employment options include research in various business settings; social work; human resource management; computer applications; and counseling and case management in social service settings like probation and parole, mental retardation, substance abuse, adolescent/adult group homes, and many other mental health settings. The curriculum also provides an excellent preparation for professional school and graduate study in psychology. Courses offered in collaboration with Business Administration provide the opportunity to explore the application of psychological principles and research methods to various work environments for students interested in careers in management, human resources, organizational behavior, organizational development, and industrial/organizational psychology.

The department sponsors a chapter of Psi Chi, the national honorary society in psychology, which annually sponsors an undergraduate research symposium at which students present both course and team research projects. Students are encouraged to be members of the Virginia Psychological Association and present their research at meetings of the Association. The J. Christopher Bill Scholarship in Psychology is awarded annually to an outstanding rising senior in psychology. Each year the department also awards several Minnie Rob Phaup Memorial Scholarships to junior and senior psychology majors and presents a graduating senior with the Outstanding Senior Psychology Major Award.

Department facilities include micro-computer laboratories for Windows computers suitable for both general student use as well as for specialized work in cognition, sensation and perception, and physiological psychology; an animal laboratory complete with a vivarium, surgery, shop, and computerized experimental controls; a state-of-the-art computerized video laboratory for studying social, developmental, and group processes; a number of rooms and a variety of equipment suitable for conducting experiments with human participants; facilities for psychological testing; and computerized physiographs for use in experimental and clinical applications.

Requirements for the Psychology Major

Thirty-nine (39) credits in Psychology courses, including 100, 261, 360, 362, and 421; and at least one course from each of the following four groupings: (1) 372, 373, 374, 375, 381; (2) 301, 311, 320, 331, 332, 333, 342; (3) 305, 307, 353, 385, 392, 394; and (4) 321, 491 (4 credits over 2 successive semesters), 499, or forty hours of supervised community service.

The community service option includes at least forty hours of volunteer work at an approved community service site or at least twenty hours at each of two sites, and also includes attending one reflection session per site during each semester of service. Students

completing their community service during their last semester must complete all service by March 1 (November 1 for those finishing in December).

Psychology Course Offerings

100 – General Psychology (3)
Fundamental principles of human behavior; history of psychology; research methods; the nervous system; learning; memory; personality; psychological disorders; therapy; social behavior; careers in psychology.

261 – Statistics and Research Methods (4)
Prerequisite: Psychology 100. Introduction to descriptive and inferential statistical methods, including basic ANOVA. Emphasis on parametric tests and correlational methods. Laboratory experience includes data collection, technical writing, problem solving, and use of computer statistical packages (SPSS).

301 – Social Psychology (3)
Prerequisite: Psychology 100. Individual behavior in a social context; attitudes; social influence; attribution; prejudice and discrimination; prosocial behavior and agression.

305 – Biocognition (3)
Prerequisite: Psychology 100. Introduction to the neural basis of cognitive processes emphasizing changing models of cognitive functioning.

306 – Biocognition Laboratory (1)
Prerequisite: Psychology 100; corequisite Psychology 305. Computer-based applications and tutorials supplementing conceptual themes of Psychology 305, Biocognition.

307 – Computer Applications in the Social Sciences (3)
Prerequisite: Psychology 261. Educational technology, multimedia development, Web page construction, and artificial intelligence.

311 – Abnormal Psychology (3)
Prerequisite: Psychology 100. Various models of psychopathology, history of abnormal psychology, psychological disorders: their causes, and therapies.

315 – Foundations of Clinical Psychology (3)
Prerequisite: Psychology 100. Professional issues in clinical psychology, theories and practices of the major schools of psychotherapy, effectiveness of psychotherapy, community psychology, and primary prevention.

318 – Applied Counseling Psychology (3)
Prerequisites: Psychology 100 and either 311, 315, 320, or 342. Introduction to activities of psychological counselors with a focus on practical experience and skill building. Major emphases on psychological testing and building an effective counseling relationship.

320 – Psychology of Exceptional Children and Youth (3)
Prerequisite: Psychology 100. Cognitive, emotional, behavioral, and physical exceptionalities from infancy through adolescence. Consideration of theories and relevant empirical research.

321 – Practicum in Exceptional Child Psychology (1)
Prerequisites: Psychology 100 and 320. Supervised experience working with exceptional children in local schools and agencies.

331 – Developmental Psychology: The Infant and Child (3)
Prerequisite: Psychology 100. Psychological development from conception through childhood. Consideration of developmental processes, theories, issues, and relevant research.

332 – Developmental Psychology: The Adolescent and Adult (3)
Prerequisite: Psychology 100. Theories of, and research on, personality, social, physical, and intellectual characteristics from adolescence to young adulthood.

333 – Psychology of Aging (3)
Prerequisite: Psychology 100. Theories and research in aging, changes in personality, intellectual abilities, cognitive capacities, and physical capabilities from adulthood to death.

335 – Applied Child Psychology (3)
Prerequisites: Psychology 100 and 320 or 331. Assessment, therapy, consultation, and prevention techniques as applied to child-clients in schools and clinical settings.

342 – Psychology of Personality (3)
Prerequisite: Psychology 100. Personality structure, dynamics, development, and methods of research.

346 – Forensic Psychology (3)
Prerequsite: Psychology 100. Examination of criminal behavior from a psychological perspective, including causes of criminal behavior, the criminal personality, the relationship between psychology and law, how psychology is applied to legal situations, rehabilitation, and the prediction of dangerousness.

347 – Psychology of Men (3)
Prerequisite: Psychology 100. Impact of sex and gender on male behavior, including models of masculine development. Includes work, physical and mental health, violence, ethnicity, sexuality, and relationships.

349 – Psychology of Human Sexuality (3)
Prerequisite: Psychology 100. Introduction to major areas of investigation concerning human sexuality, including anatomy, physiology, culture, behavior, sexual health, sexual violence, dysfunctions, and therapy.

350 – Psychology of Women (3)
Prerequisite: Psychology 100. Impact of sex and gender on the female experience —individual, interpersonal, and institutional. Includes work, physical and mental health, physical and cognitive ability, social status and empowerment, ethnicity, and sexuality.

353 – Fundamentals of Learning and Motivation (3)
Prerequisite: Psychology 100. Survey of empirical findings and theoretical issues in the analysis of learning and motivation and their interaction in the determination of behavior.

360 – Advanced Statistics (3)
Prerequisite: Psychology 261. Introduction to advanced statistical methods, including ANOVA models, specific-comparison tests, post hoc tests, simple multiple regression, and MANOVA. Particular emphasis on computer analyses (SPSS)and carefully written conclusions from statistical results.

362 – Applied Methods (4)
Prerequisite: Psychology 261. Overview of methods common to applied settings. Emphasis on quasi-experimental and correlational methods, including data gathering, analysis, and presentation.

372 – Sensation and Perception (4)
Prerequisites: Psychology 360 and 362. Study of perceptual and sensory systems, with an emphasis on vision and hearing, as well as on psychophysical methods.

373 – Cognitive Psychology (4)
Prerequisites: Psychology 360 and 362. Methodology, research, and theory in the study of human memory, language, and thinking.

374 – Physiological Psychology (4)
Prerequisite: Psychology 360. Exploration of biological bases of behavior and neurological correlates of psychological events.

375 – Experimental Social Psychology (4)
Prerequisites: Psychology 301, 360, and 362. Current theory and research in social psychology with a methodological focus on experimentation, direct and indirect observations, and surveys.

381 – Applied Behavioral Analysis (4)
Prerequisites: Psychology 360 and 362. Empirical and theoretical approaches to the study of the mechanisms of adaptive behavior.

385 – Industrial-Organizational Psychology (3)
Prerequisite: Psychology 261 or Mathematics 200. Behavioral aspects of organizations, presenting concepts, theories, research, and research techniques applicable to people in organizations. Topics include personnel selection and placement, job and work environments, worker motivation, job satisfaction, and the organizational and social context of human work. Cross-listed as Business Administration 345.

386 – Human Resources Management (3)
Prerequisite: Psychology 261 or Mathematics 200. Philosophy, principles, policies, and programs for effective personnel management and industrial relations in business, governmental, and not-for-profit organizations. Cross-listed as Business Administration 346.

387 – Organizational Development and Change (3)
Prerequisites: Psychology 261 or Mathematics 200 and either Psychology 301, 385, 386 or Business 303. System-wide application of behavioral science methods, theories, and accumulated knowledge to the development, change, and reinforcement of organizational strategies, structures, and processes for improving organizational effectiveness. Cross-listed as Business Administration 347.

392 – Behavior Genetics (3)
Prerequisites: Psychology 100 and one year of biology. Use of principles of genetic transmission, population genetics, and evolutionary and sociobiological theories in the study of individual differences.

394 – Psychopharmacology (3)
Prerequisites: Psychology 100 and one year of biology or one year of chemistry. Principles of drug action in the body, drug effects on behavior, and the social psychology of drug use.

421 – History of Psychology (3)
Prerequisite: Fifteen hours in Psychology. Survey of historical antecedents of modern psychology.

470 – Seminar in Psychology (3)
Prerequisites: Psychology 100 and courses specified by instructor. Seminar on enduring and/or contemporary issues in psychology. Different topics in different semesters. May be repeated with different topics.

480 – Selected Topics in Psychology (3)
Prerequisites: Psychology 100 and courses specified by instructor. Enduring and/or contemporary issues in psychology. Different topics in different semesters. May be repeated with different topics.

490 – Guided Readings in Psychology (1–3)
Prerequisites: Junior standing and twelve credits in psychology beyond Psychology 100. Readings in a specialty area of psychology. Maximum of three credits toward the major; maximum of six credits in Psychology 490 and 491 combined may count toward the major.

491 – Individual Research (variable; maximum of 3 per semester)
Prerequisites: Psychology 360 and 362 or permission of instructor. Empirical investigation and/or theoretical research. Maximum of six credits in Psychology 490 and 491 combined may count toward the major program.

499 – Internship (1–6 credits)
Prerequisites: Junior standing and twelve hours in psychology beyond Psychology 100. Supervised off-campus experience. Prerequisites for specific internships differ. Maximum of three credits toward the major program.

RELIGION

Department of Classics, Philosophy, and Religion

Craig R. Vasey, *Chair*
James E. Goehring, *Career Advisor*

Faculty

Distinguished Professor
David W. Cain
Professor
James E. Goehring
Associate Professor and Kurt F. Leidecker Chair of Asian Studies
Mehdi Aminrazavi

The Program in Religion

The discipline of religion investigates the religious dimension of human existence throughout history and across cultures. Courses in religion acquaint students with the world's major religious traditions, texts, and figures. Students learn the many ways of studying religion and engage in critical discussion of diverse themes and issues. The small size of the religion program permits personal attention. The major in religion offers a high degree of flexibility, and individual interests are encouraged.

A degree in religion equips students with the tools of a liberal education necessary for many careers. Religion graduates enter the world beyond college with a broad cultural awareness and an ability to engage in dialogue discerningly. They are trained to conduct research, to think critically, and to write and express ideas persuasively. Religion majors have pursued careers in such fields as public relations, journalism, teaching, service organizations, business, and the arts. The B.A. in religion also prepares students for graduate school or seminary study in religion, as well as for graduate study in other fields such as law and social work.

Honors are awarded in religion on the basis of excellence in religion major course work and in writing a senior thesis in Religion 401 – Guided Research. Internships are available to qualified students. Various courses in other disciplines are accepted towards the religion major which allows students to have an interdisciplinary approach in the formation of their major. Various religion offerings also complement work in American studies, anthropology, classics, drama, English, history, international affairs, philosophy, and psychology, among other disciplines.

Requirements for the Religion Major

Thirty (30) credits including Religion 101; one course from Religion 103, 117, 201, or 206; one course from Religion 210, 283, 284, 286, or 287; Religion 401; and 18 additional credits chosen from religion courses or Classics-Philosophy-Religion 299, Philosophy 301, Sociology 422. Nine of the additional credits (3 courses) must be at the 300- or 400-level, and two of these must be religion courses (excluding 499).

Prerequisites: All 300- and 400- level religion courses have as a prerequisite any one 100- or 200-level religion course or the permission of the instructor.

Religion Course Offerings

101 – Introduction to World Religions (3)
Survey of the major religions of the world including among others Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Daoism.

102 – Introduction to the Study of Religion (3)
Examination of the religious dimension of human life, the ways in which it is defined, and the methods by which it is studied.

103 – Ideas and Culture: The Religious Tradition (3)
Study of the religious dimension of Western culture from the beginning of the Roman Empire until today. Cross-listed as Classics-Philosophy-Religion 103.

117 – Introduction to Christian Theology (3)
Christian theology is characterized as a way of seeking to make sense of life in relation to central doctrines and concepts.

201 – Judaism (3)
Historical and religious development of Judaism from biblical times to the present.

205 – Hebrew Bible (3)
Study of the literature, history, and culture of ancient Israel within the broader context of the ancient Near East.

206 – Christian Beginnings (3)
Study of the literature, history, and beliefs of the first Christians within the broader cultural context of the Roman Empire.

210 – Islam (3)
This introductory course examines the *Quran*, the life of the prophet Muhammad, Islamic law, philosophy, theology, mysticism, and art.

211 – Greek and Roman Religion (3)
The public, personal, and mystery religions of the Greeks and Romans, and the development of classical religious ideas. Cross-listed as Classics 211.

231 – Special Studies in Religion (3)
Among topics taught at different times: Current Theological Issues, The Roman Catholic Tradition, World Religions II. Different subjects taught under this course number count as different courses.

270 – Death and Resurrection (3)
Study of different interpretations of gospel accounts of Jesus' death and resurrection in the wider context of ancient Near Eastern thought and of contemporary treatments of the "death and resurrection" theme.

271 – Studies in Faith and Literature (3)
Study of relationships between Christian faith and literary art in contemporary novels, plays, and films.

272 – Studies in Christian Ethics (3)
This course examines relationships between Christian faith and Christian ethics, looking at historical developments and considering such issues as life and death, sexuality, alterity, politics, and ecology.

273 – Studies in Suffering and Evil (3)
Theological, philosophical, and literary investigations in theodicy: "If God is good, whence evil?"

276 – Religion in America (3)
Principal figures, groups, trends, and issues in religion in America from the colonial period to the present.

283 – Hinduism (3)
An introduction to the thought and traditions of Hinduism. Readings from the Vedas, Upanishads, Bhagavadgita, Puranas, and later works. Crosslisted as Philosophy 283

284 – Buddhism (3)
An introduction to the thought and traditions of Buddhism. Readings from the Dhamapada as well as from various Theravada and Mahayana traditions. Crosslisted as Philosophy 284

286 –Confuciansim (3)
An introduction to major Confucian texts and the contemporary uses of Confucian thought. Crosslisted as Philosophy 286

287 –Daoism (3)
An introduction to major Daoist texts and the contemporary uses of Daoist thought. Cross-listed as PHIL 287

301 – Jesus (3)
Study of selected presentations of Jesus from the first century until today. Emphasis will be gospel traditions and film.

306 – Early Christian Thought (3)
The theology and social world of the early Christian churches in the second through fourth centuries.

313 – 20th-Century European Theology (3)
Persons and problems of European theology from Barth and Bultmann to Moltmann and Jüngel, from liberal to liberation theology.

314 – 20th-Century American Theology (3)
Study of major theological figures and concerns from Niebuhr and Tillich to Cone and McFague.

317 – Religions in Dialogue (3)
If one religion is, in some sense, "true," are other religions rendered "false"? Is it possible to confess the truth of one religion and yet remain appreciatively open to the insights of other religions? This course proposes to work through these and related concerns of our "pluralistic" age.

318 – Philosophy of Religion (3)
Philosophical examination of such topics as the relationship between faith and reason, the existence or non-existence of God, life after death, mysticism, and miracles. Cross-listed as Philosophy 318.

331 – Special Studies in Religion (3)
Among topics taught at different times: Asceticism, Body, and Gender in Late Antiquity; Nineteenth-Century Theology; Gnosticism; Religion and Politics in Islam, Women, Sexuality, and the Western Religious Tradition. Different subjects taught under this course number count as different courses.

340 – Mysticism East and West (3)
Study of the mystical dimensions of Judaism, Christianity, Islam, Hinduism, Buddhism, and Taoism.

341 – Major Religious Thinkers (3)
Among thinkers studied in some depth at different times: Paul, Augustine, Avicenna, al-Ghazzali, Dostoevsky, Kierkegaard, Wiesel. Different figures taught under this course number count as different courses.

400 – Research Seminar: Selected Religious Texts (3)
Prerequisite: Junior or senior status or consent of instructor. In-depth study of selected religious texts chosen by the instructor. Text selection will vary; examples include the Bhagavadgita, Kierkegaard's Philosophical Fragments and the Sayings of the Desert Fathers..

401 – Guided Research (3)
Preparation of a senior thesis under the direction of the religion faculty. Choice of topic by student. Capstone course required of all senior majors.

491, 492 – Individual Study (3, 3)
Individual work under the guidance of the religion faculty. By permission of the religion faculty.

499 – Internship (1–6)
Supervised off-campus learning experience, developed in consultation with the religion faculty.

Joint Course Offerings
Classics–Philosophy–Religion

101 – Ideas and Culture: The Classical Tradition (3)
The principal intellectual achievements of Periclean Athens and Augustan Rome, with attention to cultural and historical contexts and influences on the development of Western civilization. Cross-listed as Classics 101.

102 – Ideas and Culture: The Philosophical Tradition (3)
A historical introduction to Western civilization's philosophical heritage from Plato to postmodernism. Cross-listed as Philosophy 102.

103 – Ideas and Culture: The Religious Tradition (3)
Select study of the religious dimensions of Western culture from the beginning of the Roman Empire until today. Cross-listed as Religion 103.

299 – Mysterium Humanum Studies (3)
Different topics of fundamental human concern are treated at different times in this interdisciplinary course involving the entire faculty of the Department of Classics, Philosophy, and Religion. Topics covered in the past include Wrestling with Death, The Tempest of Time, Sex and Society in the West, Slavery, and Freedom and Religion.

301, 302 – Studies in Ancient Languages (3, 3)
Prerequisite: permission of instructor. Introduction to the morphology and syntax of selected ancient languages relevant to the study of classics, philosophy, and religion (such as Coptic, Quranic Arabic, and Sanskrit). These courses do not satisfy the College's general education requirement for proficiency in a foreign language.

331 – Crossdisciplinary Topics in Classics, Philosophy, and Religion (3)
A consideration of a theme from the perspective of two or three of the disciplines taught in the Department of Classics, Philosophy, and Religion.

SOCIOLOGY

Department of Sociology and Anthropology

Margaret Huber, *Chair*
Joan Toms Olson, Debra J. Schleef,
Career Advisors

Faculty

Professor
Timothy A. Crippen
Associate Professor
Joan Toms Olson
Assistant Professors
Alejandro Cervantes-Carson
Tracy B. Citeroni
Kristin Marsh
Debra J. Schleef

The Sociology Program

Sociology systematically investigates human society and social interaction, seeking to understand patterns of organization and change in a variety of settings.

The sociology major at Mary Washington offers a strong foundation in sociological theory and methods of research. In addition, students take courses to deepen their understanding of socialization, culture, social organization, social change, differentiation, and inequality.

Special readings and individual study and research offer students the opportunity to pursue areas of special interest. Supervised internships are available in community agencies and organizations.

The program of study is designed to provide sociology majors with a strong foundation for graduate work in the social sciences, as well as for a variety of careers including elementary and secondary teaching, social services, public policy formulation, public administration, urban planning, and research in both public and private agencies, including private industry and the allied health professions.

Requirements for the Sociology Major

Thirty-six (36) credits, including Sociology 100, 200, 364, 365, 471 or 472, and twenty-one (21) additional upper-level Sociology credits, *excluding internships.* Note that Mathematics 200: Statistics is a prerequisite for Sociology 364 (Quantitative Research Methods & Analysis) and must be taken prior to enrolling in this course. A maximum of six upper-level anthropology credits, excluding individual study (Anthropology 491, 492) and internships (Anthropology 499) may be substituted for upper-level sociology courses.

Sociology Course Offerings

100 – Social Problems (3)
Sociological perspectives for analyzing social problems such as economic inequality, race relations, and crime. Emphasis varies by instructor.

200 – Principles of Sociology (3)
An introduction to the nature and scope of sociology, emphasizing the development and uses of basic concepts, theories, and methods of inquiry. Emphasis varies by instructor.

300 – Sociology of Aging (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. Theories of aging, societal attitudes, demographic and status changes, family relationships, and institutionalization of aged persons.

301 – Evolution and Social Behavior (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. A comprehensive assessment of basic theory in the evolutionary behavioral sciences and an application of these tools to the study of social behavior in human and nonhuman societies.

304 – Social Stratification (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. Analysis of inequality in society. The nature and consequences of social stratification and power in modern society.

313 – Urban Sociology (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. Problems of city growth and living; the influence of social, cultural, and ecological factors upon social organization, power relations, and everyday social relationships in urban areas.

314 – Population Trends (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. Global and national demographic trends and their sociological correlates. Special emphasis on topics such as economic development, migration patterns, and resource utilization.

315 – Gender and Society (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. Sociological study of gender differentiation in American society, with an emphasis on major social institutions and social change.

331 – The Family (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. Historical changes in American patterns of marriage, divorce, and

childrearing; social class, racial, and ethnic variation; and alternative family forms.

332 – Introduction to Social Welfare (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. The history, philosophy, and institutionalization of social welfare; social work as a profession, methods, and policies.

334 – Medical Sociology (3)
Prerequisite: Sociology 100 or 200 or pemission of the instructor. The relationship of disease and health to social structure and culture. Organizational and role analysis of the medical care industry, various allied health professions, and alternative approaches to coping with health and illness.

341 – American Society (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. Study of selected issues in contemporary American society.

342 – Sociology of Work: Occupations and Professions (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. Analysis of major occupational groups; special emphasis on professions and executive roles; relationship of occupations to other aspects of society; the growth of leisure.

343 – Organizations and Environments (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. The major theoretical and empirical developments in the field of organizational research in the sociological tradition: bureaucratic; scientific management; human relations; feminist and critical perspectives.

351 – Juvenile Delinquency (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. The development of the concept of juvenile delinquency. The extent and nature of delinquent behavior and efforts at explanation and control.

352 – Criminology (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. Causal theories and descriptive research on adult crime; survey of the American criminal justice system.

364 – Quantitative Research Methods and Analysis (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor, and Math 200. Quantitative sampling and study design, questionnaire construction and administration, analysis of survey data with emphasis on cross-classification, correlation, or regression techniques.

365 – Qualitative Research Methods and Analysis (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. Introduction to qualitative sociological research methods, including participant observation, interviewing, and narrative analysis. Students will engage in independent research to gather and analyze qualitative data.

403 – Individual and Society (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. Research and theory addressing the relationship between the individual and society.

411 – Popular Culture (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. Traditional sociological conceptions of popular culture as well as recent theoretical interventions and studies of everyday life, gender, social class, and race and ethnicity from feminist studies, American studies, minority discourses, and cultural studies. Popular culture as a meaningful site of political and social resistance for the disenfranchised.

415 – Sociology of Law (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. The role of law in American society, particularly the relationship between legal and other institutions. Sociological approaches to American legal cultures, the legal profession and legal education, law and social change.

421 – Racial and Ethnic Relations (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. Analysis of the relationship between ethnic and racial groups and their relationship to the dominant ethnic majority in America and other societies. Sociological examination of concepts such as racism, racial identity, prejudice, discrimination, inter-group conflict, power, assimilation, and pluralism.

422 – Sociology of Religion (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. Sociological approaches to religious behavior, social correlates of religiosity, and the significance of religion in socio-historical development.

432 – Political Sociology (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. Theories and research regarding the social structural and cultural bases of political authority in human societies;

emphasis given to the polity, power, and political action as integral aspects of socio-cultural organization and dynamics.

442 – Social Change (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. Considers a variety of approaches to the study of evolution and revolution in diverse social institutions, including economics and politics.

471 – History of Social Theory (3)
Prerequisites: Sociology 100 or 200 and completion of at least 6 credit hours of 300-400 level sociology courses, or permission of the instructor. Presentation and analysis of major forms and themes of social and early sociological theory from the 16th century to the early 20th century.

472 – Contemporary Sociological Theories (3)
Prerequisites: Sociology 100 or 200 and completion of at least 6 credit hours of 300-400 level sociology courses, or permission of the instructor. Consideration of major sociological theorists of the 20th century.

488 – Selected Topics in Sociology (3)
Prerequisite: Sociology 100 or 200 or permission of the instructor. Major concepts or points of view in contemporary sociology with an emphasis on discussion. Topic varies.

489 – Special Readings (3)
Prerequisite: Permission of the instructor. Reading and discussion of selected topics from a sociological point of view. Each student focuses on a single topic, though multiple topics may be offered in one semester.

491, 492 – Individual Study and Research (3, 3)
Prerequisite: Permission of the instructor. Available to qualified students; reading and research, project or paper with guidance of a faculty member.

499 – Internship (Credits variable)
Prerequisites: Sociology 100, 200, six upper-level sociology credits, and permission of the instructor. Supervised off-campus experience, developed in consultation with departmental faculty. Note: Cannot be counted in the major program.

SPANISH

Department of Modern Foreign Languages

James F. Gaines, *Chair*
Elizabeth M. F. Lewis, *Career Advisor*

Faculty

Associate Professors
Ana Garcia Chichester
Elizabeth M. F. Lewis
Assistant Professors
Jose Angel Sainz
Mary Yudin

The Spanish Program

Through courses in Spanish, students gain proficiency in understanding, reading, writing, and speaking the language. Classes are conducted in Spanish from the beginning levels. Through classroom instruction, individual research, and department-sponsored organizations, students come to know the varied Hispanic cultures around the world. Through internships in local and Washington, D. C. area businesses and organizations, students may gain experience working directly in language-related professions.

Students wishing to major may select from courses in language, literature, and civilization. Students have the opportunity to reside in a residence area in which Spanish is spoken and which sponsors various inter-cultural programs each year. Every year a student from a Spanish speaking country spends a year in residence as language coordinator of the foreign language floor.

The Spanish program offers study abroad programs in alternate summer terms in Mérida, Mexico and in Bilbao, Spain. The program cooperates with a variety of overseas study programs, advises and encourages students wishing to study abroad, and helps in planning their foreign study programs.

Graduates in Spanish may pursue careers in government or in private fields in which the knowledge of this language and culture is essential, including interpreting, translating, research, social services, education, or international business.

**For information regarding General Education language requirements for students not currently majoring in Modern Foreign Languages, please see page 47 in this Catalogue.*

Requirements for the Spanish Major

Thirty-six (36) credits in language, literature, and civilization courses, including Spanish 314, 317, 318, and 413; either Spanish 393 or 414; at least three courses chosen from Spanish 323, 324, 327, or 328; two advanced literature courses (one each from Spain and Latin America); and two additional advanced courses in literature or two courses in civilization (Spanish 315, 316, or 320) or a combination of one literature and one civilization course.

Spanish Course Offerings

101, 102 – Beginning Spanish (3, 3)
Grammar, conversation, reading, laboratory use.

105 – Intensive Beginning Spanish (6)
Grammar, conversation, reading, laboratory use.

201 – Intermediate Spanish (3)
Prerequisite: Spanish 102 or equivalent.
Grammar review, reading, oral work, laboratory use.

202 – Intermediate Spanish (3)
Prerequisite: Spanish 201 or equivalent.
Grammar review, oral and written work, and readings in culture and literature.

205 – Intensive Intermediate Spanish (6)
Grammar review, reading, oral work, laboratory use.

310 – Spanish for Native and Heritage Speakers (3)
Class that addresses special problems in grammar and orthography of native and heritage speakers of the language.

313 – Intensive Grammar Review and Writing (3)
Review of grammar and writing skills above the Intermediate level.

314 – Spanish Pronunciation and Oral Use (3)
Introduction to phonetics and intensive oral practice above the Intermediate level.

315 – Spanish Civilization (3)
Geography, history, and the social, political and cultural background of Spain and the Spanish people.

316 – Spanish American Civilization (3)
History, geography, and the social, political and cultural backgrounds of Latin America and Latin American people.

317 – Studies in Language I: Grammar and Composition (3)
Studies in grammar and composition.

318 – Studies in Language I: Grammar and Oral Skills (3)
Studies in grammar and oral skills.

320 – Topics in Hispanic Culture (3)
Explores cultural issues dealing with the Hispanic world.

323, 324 – Introduction to Spanish Literature (3, 3)
Survey of major examples of Spanish literature from the Middle Ages to present.

327, 328 – Introduction to Spanish American Literature (3, 3)
History and study of examples of Latin American literature from the colonial period to present day.

351 – Drama of the Golden Age (3)
Prerequisites: any two survey courses in Spanish literature (323, 324, 327, 328). Dramatic works from the 16th and 17th centuries of Spain.

375 – Spanish Prose in Transition: Realism and Generation of 1898 (3)
Prerequisites: Any two survey courses in Spanish literature (323,324, 327, 328). Representative authors from nineteenth-century Spanish Realism and Naturalism through the Generation of 1898 in Spain.

378 – Contemporary Spanish American Poetry (3)
Prerequisites: any two survey courses in Spanish literature (323, 324, 327, 328). Representative poets from several regions of Latin America, beginning with Modernismo through the present day.

383 – Contemporary Spanish Narrative (3)
Prerequisites: any two survey courses in Spanish literature (323, 324, 327, 328). Novels and short stories selected from the beginnings of the 20th century to the present.

385 – Twentieth-Century Spanish American Novel (3)
Prerequisites: any two survey courses in Spanish literature (323, 324, 327, 328). The development of the novel in Latin America selected from the period of the Boom and Post-Boom.

386 – The Twentieth-Century Spanish American Short Story (3)
Prerequisites: any two survey courses in Spanish literature (323, 324, 327, 328). Collections of short fiction from the avant-garde to present day.

388 – Twentieth-Century Spanish American Drama (3)
Prerequisites: any two survey courses in Spanish literature (323, 324, 327, 328). Major Latin American dramatists, plus collective and chicano drama.

393 – Spanish for Professional Use (3)
Prerequisites: Spanish 317, 318. Study of specialized vocabularies, cultural variances, and their application to various professions. Special emphasis on oral communication.

413 – Studies in Language II (3) Advanced Grammar and Composition
Prerequisites: Spanish 317, 318. Study of composition, grammar, and lexicon at an advanced level.

414 – Spanish for Translation (3)
Prerequisite: Spanish 317. English-Spanish and Spanish-English translation of texts from different disciplines. Includes studies in history and theory of translation.

415 – Studies in Language II: Advanced Conversation (3)
Prerequisites: Spanish 318. Oral communication at an advanced level. Students practice conversation skills through individual presentations, group discussions, and other formats.

451 – Cervantes (3)
Prerequisites: any two survey courses in Spanish literature (323, 324, 327, 328). Reading and intensive study of Don Quijote.

481 – Spanish Seminar (3)
Prerequisites: any two survey courses in Spanish literature (323, 324, 327, 328). Selected topics in literature and film.

485 – Topics in Spanish American Literature (3)
Prerequisites: any two survey courses in Spanish literature (323, 324, 327, 328). Selected topics in literature and film.

491, 492 – Individual Study (3, 3)
Prerequisite: permission of the department. Intensive study of topics selected by student in consultation with instructor.

499 – Internship (Credits variable)
Supervised off-campus experience, developed in consultation with a faculty advisor and the Office of Career Services.

SPEECH

Department of English, Linguistics, and Speech

William Kemp, *Chair*
Timothy O'Donnell, *Career Advisor*

Faculty

Associate Professor
P. Anand Rao
Assistant Professor
Timothy M. O'Donnell
Director of the Speaking Center
Esther Yook

Instruction in Speech

Speech courses enhance understanding of and skill in oral communication by introducing students to communication theories and by providing opportunities to practice communication in a variety of settings. Courses on the 200-level are performance courses, kept small to allow for individualized instruction. Courses on the 300-level offer a historical and theoretical approach to the study of human communication behavior and examine how communication activities affect society.

Students interested in more intensive training in persuasive speaking can join the College debate team and receive academic credit for participating in regional and national tournaments. Speech courses at the 300- and 400-level may count toward the English major.

Speech Course Offerings

205 – Public Speaking (3)
Study of the basic principles of public address in Western society. Emphasis is on developing a theoretical and practical understanding of oral communication through practice in preparing, delivering, and criticizing speeches in class.

206 – Interpersonal and Small Group Communication (3)
Study of the theories and principles of effective communication in small group contexts. Emphasis is on understanding interpersonal communication dynamics and on improving one's communication capabilities as a participant in and leader of small groups.

207 – Literature in Performance (3)
A performance course designed to enhance the performer's appreciation and understanding of the great literature of the world—poetry, prose, and drama—by translating the printed page into the spoken word. Experience in presenting material to both adults and children.

209 – Argumentation (3)
Study of the use of reasoning in persuasive communication with emphasis on the construction, evaluation, presentation, refutation, and defense of oral arguments.

310 – Intellectual Foundations of Communication (3)
Introduction to human communication studies, starting with the history and theory of ancient rhetoric to discover the significant questions raised by rhetoricians about society and how they can be applied to contemporary life.

311 – Communication and Political Campaigns (3)
Study of persuasive communication in political campaigns, emphasizing the evaluation and criticism of campaign speeches, televised debates, and political advertising.

370 – Topics in Speech Communication (3)
Studies in major figures, movements, and problems in speech communication theory and practice. Consult Schedule of Courses for specific topics.

470 – Debate Practicum (1)
Credit for satisfactory work on the College debate team. Enrollment by permission of instructor and the department. No more than 8 credits of Debate Practicum may count toward the 122 hours required for graduation; four may be counted in the English major.

491, 492 – Individual Study (3, 3)
Individual study under the direction of a member of the staff. By permission of the department. Only three credits of individual study may count toward the English major.

499 – Internship (1–6)
Supervised off-campus experience, developed in consultation with the department. Credits variable. Up to three credits may be counted toward the English major.

THEATRE

Department of Theatre and Dance

Gregg Stull, *Chair and Career Advisor*

Faculty

Professor
David E. Hunt, Jr.
Associate Professors
Julie Hodge
Gregg Stull
Assistant Professor
Kevin McCluskey
Senior Lecturer
Helen Housley

The Program in Theatre

The major in Theatre provides a comprehensive program on which students can pursue graduate work or professional opportunities. Essential to the program is the variety of courses available; techniques, theories, history, and literature are included. Equally important are the many opportunities to perform in or work on theatre productions.

The Theatre major emphasizes student leadership and responsibility. Students design, direct, build, choreograph, and manage mainstage productions, as well as fill other leadership positions in the department.

Theatre productions are presented in the 295-seat Klein Memorial Theatre and the flexible Studio 115 in duPont Hall. The department maintains a design lab, a CAD lab, a light lab and fully-equipped costume and scene shops. Recent productions have included *A Midsummer Night's Dream, The Laramie Project, Approaching Zanzibar, Cabaret, The Taming of the Shrew, Waiting for Godot, Sweeney Todd, As You Like It, Into the Woods, Blithe Spirit, Six Characters in Search of an Author* and *The School for Wives.*

Lectures and performances by visiting scholars and artists enrich the program. In recent years the campus has hosted such artists as Michael Kahn, Ming Cho Lee, Susan Tsu, Megan Terry, Maria Irene Fornes, Holly Hughes and Eve Ensler.

Requirements for the Theatre Major

Thirty-seven (37) credits including Theatre 113, 131, 211, 212, 218, 321, 361, 362, 431, and 482; either Theatre 341, 433, or 434; and Dance 243.

In addition, all majors are required to enroll in Theatre Practicum each semester except during the semester of the Senior Project; students may count eight practicum credits toward graduation.

Theatre Course Offerings

111 – Introduction to Theatre (3)
A course for the general student designed to introduce the various elements of theatrical production.

113 – Introduction to Theatre Design (3)
A study of design elements and composition principles as they relate to stage scenery, costumes, and lighting. A survey of theatre design today.

131, 132 – Stagecraft (4, 4)
Theories and techniques of designing, building, painting, and lighting stage settings; organization and operation of production crews. Laboratory.

211, 212 – Dramatic Literature (3, 3)
The reading and discussion of selected plays and of theatrical developments as an introduction to the theatre.

214 – Themes in Contemporary Drama (3)
Prerequisite: Theatre 212. Themes in contemporary dramatic literature. Topic varies.

218 – Voice and Body Movement (3)
Voice and body training to improve vocal quality, articulation, and posture and carriage.

225, 226 – Summer Workshop (1-4, 1-4)
Prerequisite: Permission of Department. An intensive course focused on the production of plays and musicals for the student interested in developing professional skills in the theatre. Cross listed as Dance 225,226.

240 – Stage Makeup (3)
Techniques and styles of stage makeup for theatre and dance.

242 – Costumes and Clothing Construction (3)
An introduction to the principles of pattern development and clothing construction techniques. Projects will include contemporary and period styles. Students will work on costumes for departmental productions. Laboratory.

261 – Exercises in Creativity (4)
A course exploring the definitions of creativity, the theories behind creative behavior, and practical exercises to promote and enhance critical and creative thinking, problem solving, and creativity.

270, 271 – Special Studies in Theatre (3, 3)
Concentration on a single area of theatre for general students. Topics vary from year to year.

280 – Stage Management (3)
An introduction to the theory and practice of stage management for the theatre.

281 – Theatre Management (3)
An introduction to current policies and practices of not-for-profit theatre. Cross-listed as Business Administration 281.

290 – Scene Painting (3)
An examination of the technique and practical applications of painting for the stage.

291 – Fabric Dyeing and Painting (3)
An introduction to the basics of fabric dyeing and painting and their specific applications for the theatre.

310 – Fashion History (3)
A survey of clothing, hair styles, and accessories from the ancient world to the present, with particular emphasis on the relationship of fashion to social, political, and economic history.

321, 322 – Acting (4, 4)
Scene study and performance, creating characters, and ensemble training.

331 – Playwriting (3)
Writing for the stage. Exercises and practice in the structure of action, character development, dialogue, critical analysis.

335, 336 – Musical Theatre (3, 3)
A workshop course in musical theatre performance techniques.

341 – Costume and Clothing Design (3)
A study of the theories, methods, and techniques used in costume and clothing design.

361, 362 – History of the Theatre (3, 3)
Theatres, production methods, dramatic conventions, key figures from the Greek period to the present in the Western world.

390 – Theatre Practicum (1)
Theatre Practicum earns credit for performance or other work on major productions of the department. A maximum of eight credits may count toward degree requirements.

411 – Acting Styles (4)
Prerequisite: Theatre 321. An examination of period style for the stage through scene study and performance.

431, 432 – Directing (3, 3)
Technique and practice of directing for the stage.

433 – Stage Lighting (3)
Theories and techniques of lighting stage productions; lighting instruments and equipment.

434 – Scene Design (3)
A study of the theories, methods, and techniques used in scenic design.

435 – Ideas in Performance (3)
Prerequisite: Theatre 212. An examination of professional productions of the dramatic literature in Washington and New York. Readings and theatre trips.

451, 452 – Special Studies in Theatre (3, 3)
Concentration on a single area of dramatic arts. Topics vary from year to year.

482 – Senior Project (2)
Prerequisite: Permission of the advisor. This course may only be taken in one of the last two semesters. An independent project in Theatre supervised by the student's advisor.

491, 492 – Individual Study (1–3, 1–3)
Individual study under the direction of a member of the department. By permission of the department.

499 – Internship (Credits variable)
Supervised off-campus experience, developed in consultation with the department.

GRADUATE PROGRAMS

Mary Washington College offers graduate degree programs, including the Master of Arts in Education for Practicing Teachers and Master of Business Administration, through the James Monroe Center at our Stafford campus. Complete details about the admissions process for graduate programs are included in the James Monroe Center for Graduate and Professional Studies Admissions Catalog.

DIRECTORY

THE CORPORATION

The Rector and Visitors of Mary Washington College

THE 2002–2003 OFFICERS OF THE VISITORS

Mrs. Dori G. Eglevsky ..... Rector
Mrs. Mona D. Albertine ..... Vice Rector
Mrs. Kimberly P. Luger ..... Secretary

THE VISITORS OF THE COLLEGE, 2002–2003

Mrs. Mona D. Albertine ('71) ..... Fredericksburg, Virginia
Mr. Vincent A. DiBenedetto, III ('83) ..... Winchester, Virginia
Mrs. Dori G. Eglevsky ..... Fredericksburg, Virginia
Ms. Dorcas R. Hardy ..... Spotsylvania, Virginia
Mrs. Elizabeth S. Hughes ('51) ..... Baltimore, Maryland
Ms. Suellen G. Knowles ('63) ..... Winchester, Virginia
Mrs. Kimberly P. Luger ('89) ..... Glen Allen, Virginia
Mrs. Margaret C. Moncure ('82) ..... Falmouth, Virginia
Mr. J. William Poole ..... Fredericksburg, Virginia
Mrs. Karen C. Radley ..... King George, Virginia
Mr. Fred D. Thompson, Jr. ..... Ashburn, Virginia
Mr. C. Douglas Welty ..... Arlington, Virginia

Mrs. Terry L. Luttrell ..... *Clerk To The Board of Visitors*

ADMINISTRATION

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B.A., Mary Washington College; M.A., The College of William and Mary

Edward H. Hegmann ..... *Director of Intercollegiate Athletics*
B.S., Bucknell University; M.S., Springfield College; Ed.D., Temple University

Helen C. Vanderland ..... *Director of Internal Audit*
B.S., Longwood College; M.B.A., Virginia Commonwealth University

John N. Pearce ..... *Director, James Monroe Presidential Center and Director, James Monroe Museum and Memorial Library*
B.A., Yale University; M.A., University of Delaware

David S. Berreth ..... *Director of Belmont*
B.A., Bowdoin College; M.A., Syracuse University

OFFICE OF THE EXECUTIVE VICE PRESIDENT

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B.S., Richard Stockton State College; M.A., Central Michigan University

Bernard M. Chirico ..... *Vice President for Student Affairs and Dean of Students*
B.S., M.S., Ph.D., Virginia Commonwealth University

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B.A., Mary Washington College; M.A., University of Virginia

Tamira A. Goodstein ..... *Director of Student Activities and Community Services*
A.B., Brandeis University; M.A., University of Nebraska at Lincoln

Lea N. Ziobro ..... *Associate Director of Student Activities and Community Services*
B.A., Elon College; M.S., Alfred University

John M. MacDonald ..... *Director of Campus Recreation*
B.P.E., Dalhousie University; M.S., University of North Texas

Christine M. Porter ..... *Director of Residence Life and Housing*
B.A., University of Tampa; M.A., Bowling Green State University

Natalie J. Ellis ..... *Associate Director of Residence Life and Housing*
B.A., Norfolk State University; M.A., The Ohio State University

Raymond S. Tuttle..... *Director of Judicial Affairs and Community Responsibility*
B.S., McGill University; M.S., Ph.D., University of Rochester

Ameeta S. Vashee-Rajagopal..... *Director of Multicultural Student Affairs and Director of the James Farmer Multicultural Center*
B.A., M.A., George Mason University; Ph.D., George Washington University

Ilma M. Overman, M.D..... *Director of Health Center and College Physician*
B.S., Mary Washington College; M.D., Medical College of Virginia

Barbara J. Wagar..... .....*Director of Psychological Services Center*
A.B., Goucher College; J.D., University of Maryland; Psy.D., Baylor University

Appointment Pending. ..... *Director of College Police*

R. F. (Chip) German, Jr. ..... *Vice President for Information Technologies and Chief Information Officer*
B.A., M.A., University of Virginia

W. Gardner Campbell..... *Assistant Vice President for Teaching and Learning Technologies*
B.A., Wake Forest University; M.A., Ph.D., University of Virginia

Pamela M. Lowery..... *Director, Instructional Services and Training*
B.A., University of Richmond; M.Ed., University of Virginia

Keith S. Gagnon .....*Assistant Director, Instructional Services and Training*
B.A., The College of William and Mary

Dana B. Abbott ..... *Director, Information Systems*
B.B.A., James Madison University

Virginia W. Ashley..... *Assistant Director, Student and Advancement Systems*
B.A., Mary Washington College

Linda R. Thornton .....*Assistant Director, Finance and Human Resources Systems*
B.A., Mary Washington College

Catherine A. Derecki.....*Director, Web Communications*
B.F.A., Parsons School of Design

Joseph R. Haynes..... *Director, Infrastructure Services and Architect*
B.S., Strayer College; A.S., Germanna Community College

Louise A. Welch.....*Assistant Director, Infrastructure Services*
B.A., Mary Washington College

Linda R. Maple..... *Director, User Services*

Sabrina C. Johnson,..... *Assistant Vice President of Human Resources and Affirmative Action Officer*
B.S., M.P.A., Virginia Commonwealth University;
J.D., The College of William and Mary

Susan E. Knick..... *Director of Events, Conferences and Facilities Scheduling*
B.A., Rivier College; M.Ed., Boston University; M. HR., University of Oklahoma

Louise D. Ashby, .. *Assistant Director of Events, Conferences and Facilities Scheduling*
B.A., Salem College

Richard R. Pearce, ... *Assistant Vice President for Business and Finance*
B.S., Virginia Polytechnic Institute & State University; M.B.A., Radford University

John P. Wiltenmuth III,..... *Assistant Vice President for Facilities Services*
B.S.M.E., U.S. Naval Academy; M.P.A., Virginia Polytechnic Institute & State University

OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS AND DEAN OF THE FACULTY

Philip L. Hall ..... *Vice President for Academic Affairs and Dean of the Faculty*
A.B., College of Wooster; S.M., Ph.D., University of Chicago

Roy B. Weinstock..... *Vice President for Planning, Assessment, and Institutional Research*
B.A., Brooklyn College; M.A., Hollins College; Ph.D., Syracuse University

Appointment Pending .....*Assistant Vice President for Planning, Assessment, and Institutional Research*

Martin A. Wilder.... *Vice President for Enrollment Management and Dean of Admissions*
B.A., M.Ed., Ed.D., University of Virginia

Jenifer L. Blair ..... *Dean of Undergraduate Admissions*
B.A., Mary Washington College; M.Ed., Ed.D., University of Virginia

Alison A. Gauch ..... *Associate Dean of Admissions*
B.S., M.Ed., University of South Carolina

Amanda E. Craddock..... *Assistant Dean of Admissions*
B.A., Mary Washington College

Rita Thompson..... *Assistant Dean of Admissions*
B.A., Regis College; M.A., Fletcher School of Law and Diplomacy;
J.D., Georgetown Law Center

Melissa Wheat Yakabouski ..... *Assistant Dean of Admissions*
B.A., Mary Washington College

Debra J. Harber.....*Associate Dean of Financial Aid*
B.S., Indiana University/Purdue University at Indianapolis; M.P.A., George Mason University

Elizabeth A. Desi ..... *Assistant Dean of Financial Aid*
B.A., New England College; M.Ed., University of Louisville

Elizabeth P. Harper ..... *Associate Dean of Admissions for Adult Degree Programs*
B.A., Hollins College; M.A., University of North Carolina at Chapel Hill; M.S., Kansas State University; A.B.D., University of Virginia

Matthew E. Mejia ..... *Assistant Dean of Admissions for Adult Degree Programs*
B.A., Mary Washington College; M.Ed., University of Virginia

John T. Morello ..... *Assistant Vice President for Academic Affairs*
A.B., The College of William and Mary; M.A., Northern Illinois University; Ph.D., Wayne State University

Susan G. Stevenson ..... *Registrar and Director of the BLS Program*
B.S., M.Ed., East Tennessee State University

JoAnn M. Schrass ..... *Associate Dean of Academic Services*
B.S., Averett College; M.S., George Washington University;
Ph.D., George Mason University

Gary F. Johnson ..... *Director of Career Services*
B.S., M.S., University of Tennessee

Patricia H. Smith ..... *Assistant Director of Career Services*
B.S., Bowie State University; M.B.A., Southeastern University;
M.Ed., Millersville University

Leah K. Cox ..... *Assistant Dean of Academic Services and Director of the James Farmer Scholars Program*
B.A., Western Maryland College; M.S., University of Arizona

Stephanie S. Smith ..... *Director of Disability Services*
B.A., University of Nebraska; M.S.W., Virginia Commonwealth University

Thomas P. Somma ..... *Director of the Mary Washington College Galleries*
B.S., Marietta College; M.A., Rutgers University; Ph.D., University of Delaware

Esther L. Yook ..... *Director of the Speaking Center*
B.A., Ewha Women's University; M.A., Hankuk Graduate School of Simultaneous Interpretation; M.A., University of Nebraska; Ph.D., University of Minnesota

LeRoy S. Strohl, III ..... *Director of Simpson Library*
B.A., Hanover College; M.A., M.S.L.S., University of Kentucky

James E. Bales ..... *Reference and Bibliographic Instruction Librarian*
B.A., Illinois College; M.S.L.S., University of Illinois

Charles D. Bathis ..... *Cataloger*
B.A., Randolph-Macon College; M.S.L.S., The Catholic University of America

Ronald C. Comer ..... *Reference Librarian*
B.S., East Tennessee State University; M.Ed., University of Virginia; M.L.S., Peabody College of Vanderbilt University

Rebecca E. Elswick ..... *Collection Development Librarian*
B.A., Randolph-Macon Woman's College; M.L.S., Peabody College of Vanderbilt University

Robert Grattan, III ..... *Library Systems Coordinator*
B.A., Randolph-Macon College; M.A., University of Richmond; M.L.S., University of Texas

Dorothy C. Lockaby ..... *JMC Librarian*
B.A., University of New Hampshire; M.S., Simmons College

Donna K. Hudgins ..... *Serials Management Librarian*
B.A., University of Richmond; M.L.I.S., University of South Carolina

Karen E. Nelson ..... *Reference Librarian*
B.S., Muhlenberg College; M.S.L.S., Drexel University

Timothy L. Newman ..... *Assistant Systems/Reference Librarian*
B.A., University of New Brunswick; M.S.L.S., University of Western Ontario

Carolyn S. Parsons ..... *Archivist/Reference Librarian*
B.A., Mary Washington College; M.S.L.S., University of Kentucky

Laurie A. Preston ..... *Reference and Science Librarian/Library Web Site Manager*
B.A., State University of New York at Albany; M.S., Simmons College

Jane G. Gatewood ..... *Director of the Writing Center*
B.A., M.Ed., Georgia Southwestern College; Ph.D., University of Georgia

OFFICE OF THE SENIOR VICE PRESIDENT FOR ADVANCEMENT AND COLLEGE RELATIONS

Ronald E. Singleton ..... *Senior Vice President for Advancement and College Relations*
B.A., The College of William and Mary; M.S., Shippensburg University; Ph.D., Virginia Commonwealth University

Margaret L. Mock ..... *Director of News and Information Services*
B.A., University of Illinois; M.A.L.S., Mary Washington College

Jeffrey W. Rountree ..... *Vice President for College Development*
B.A., Mary Washington College

A. Ross Ramsey ..... *Senior Director of Gift Planning*
B.A., Mary Washington College; M.S., Georgia State University

Nina C. Thompson ..... *Director of Development Services and Stewardship*
B.A., Blackburn College; M.A., University of Missouri

Cynthia Snyder ..... *Director of Alumni Relations*
B.A., Mary Washington College

Paulette Watson ..... *Director of Publications*
B.A., Notre Dame College of Ohio; M.A., University of Kansas

FACULTY

Ernest C. Ackermann, *Professor of Computer Science (1980, 1990)*
B.A., Montclair State College; M.A., Ph.D., Pennsylvania State University

Taddesse Adera, *Professor of English (1989, 2001)*
B.A., Addis Ababa University; M.A., Ph.D., University of Washington

David K. Ambuel, *Leidecker Chair & Associate Professor of Philosophy (1992, 1998)*
B.A., Northwestern University; M.A., University of Munich; Ph.D., Northwestern University

Linda C. Ameen, *Assistant Professor of Biology (1997, 1999)*
B.S., Ph.D., Medical College of Virginia

Mehdi Aminrazavi, *Leidecker Chair & Associate Professor of Philosophy and Religion (1992, 1998)*
B.A., M.A., University of Washington; Ph.D., Temple University

Karen M. Anewalt, *Assistant Professor of Computer Science (2000, 2001)*
B.S., Allegheny College; M.S., Ph.D., The College of William and Mary

Bulent I. Atalay, *Professor of Physics (1966, 1974)*
B.S., M.S., Ph.D., Georgetown University

Wendy H. Atwell-Vasey, *Associate Professor of Education (1996, 2002)*
B.A., University of Rochester; M.A., Ph.D., University of Maryland

Rosemary Barra, *Professor of Biology (1983, 1995)*
B.S., Duquesne University; Ph.D., Rutgers University

Kevin P. Bartram, *Assistant Professor of Music (2002, 2002)*
B.M., Northwestern University; M.M., University of Missouri at Columbia; Ph.D., Shenandoah Conservatory

Michael L. Bass, *Professor of Biology and Environmental Science (1968, 1983)*
A.A., Clinch Valley College; B.S., Virginia Polytechnic Institute & State University; M.S., Medical College of Virginia; Ph.D., Virginia Polytechnic Institute & State University

Porter R. Blakemore, *Associate Professor of History (1979, 1987)*
B.A., University of North Carolina at Chapel Hill; M.A., Madison College; Ph.D., University of Georgia

Dawn S. Bowen, *Assistant Professor of Geography (1996, 1998)*
B.A., Mary Washington College; M.A., University of Maine at Orono; Ph.D., Queen's University

Stephen J. Burton, *Assistant Professor of Music (1981, 1981)*
B.M.E., M.M.E., Florida State University; D.M.A., University of Cincinnati

David W. Cain, *Distinguished Professor of Religion (1970, 1994)*
A.B., Princeton University; B.D., Yale University; M.A., Ph.D., Princeton University

W. Gardner Campbell, *Associate Professor of English (1994, 1999)*
B.A., Wake Forest University; M.A., Ph.D, University of Virginia

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Note: *Dates in parentheses indicate year of appointment to staff and year when present rank and/or title was attained. This listing includes all full-time teaching faculty of the College as of July 1, 2003.*

Otho C. Campbell, *Associate Professor of History (1968, 1979)*
B.A., University of Richmond; M.A., American University; Ph.D., University of Virginia

Alejandro R. Cervantes-Carson, *Assistant Professor of Sociology (2001, 2002)*
B.A., Autonomous Metropolitan University; M.A., Ph.D., University of Texas at Austin

Yuan-Jen Chiang, *Professor of Mathematics (1989, 2003)*
B.S., National Taiwan Normal University; M.A., Ph.D., Johns Hopkins University

Ana G. Chichester, *Associate Professor of Spanish (1984, 1998)*
B.A., Mary Washington College; M.A., University of North Carolina at Chapel Hill; Ph.D., University of Virginia

Tracy B. Citeroni, *Assistant Professor of Sociology (1998, 1998)*
B.A., St. Vincent College; M.A., University of Pittsburgh; Ph.D., University of Texas at Austin

Manning G. Collier, *Associate Professor of Mathematics (1982, 1988)*
B.S., Furman University; M.S., Ph.D., Vanderbilt University

Deborah A. Conway, *Associate Professor of Health and Physical Education (1987, 1997)*
A.A., Ferrum College; B.A., M.Ed., Lynchburg College

Rosalyn L. Cooperman, *Assistant Professor of Political Science (2003, 2003)*
B.A., Indiana University; Ph.D., Vanderbilt University

Carole B. Corcoran, *Professor of Psychology (1985, 1998)*
B.A., Wittenberg University; M.A., Ph.D., Miami University

William B. Crawley, Jr., *Rector and Visitors Chair & Distinguished Professor of History (1970, 1994)*
B.A., Hampden-Sydney College; M.A., Ph.D., University of Virginia

Timothy A. Crippen, *Professor of Sociology (1982, 1994)*
A.B., Indiana University; M.A., Ph.D., University of Texas at Austin

Judith A. Crissman, *Professor of Chemistry (1968, 1980)*
B.A., Thiel College; Ph.D., University of North Carolina at Chapel Hill

Rita M. D'Arcangelis, *Associate Professor of Computer Science (1990, 1994)*
B.A., M.A., State University of New York at Albany; Ph.D., University of Texas at Arlington

Jean A. Dabb, *Associate Professor of Art (1992, 1998)*
B.A., Weber State College; M.A., University of Massachusetts at Amherst; Ph.D., University of Michigan at Ann Arbor

Fredrick Davidson, *Professor of Business Administration (1986, 1993)*
B.S., Texas A & M University; M.B.A., Ph.D., University of Pittsburgh

Jason W. Davidson, *Assistant Professor of Political Science (2001, 2002)*
B.A., University of California at Berkeley; M.A., Ph.D., Georgetown University

Patricia M. Dean, *Senior Lecturer in Mathematics (1990, 1993)*
B.S., M.S., State University of New York at Albany

Galen F. deGraff, *Associate Professor of Business Administration (1994, 2000)*
B.S., M.B.A., University of Virginia; Ph.D., The George Washington University

Joseph C. Di Bella, *Distinguished Professor of Art (1977, 1999)*
B.A., Rutgers College; M.A., M.F.A., Northern Illinois University

Andrew S. Dolby, *Assistant Professor of Biology (2000, 2000)*
B.A., Appalachian State University; M.S., Colorado State University; Ph.D., The Ohio State University at Columbus

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B.A., Delta State College; M.A., University of Kentucky; Ph.D., State Universtiy of New York at Albany

Adrienne C. May, *Associate Professor Emerita of Education*
B.A., M.A.L.S., Mary Washington College; Ed.D,. Universtiy of Virginia

Robert L. McConnell, *Professor Emeritus of Geology*
B.S., M.S., University of Tennessee; Ph.D., University of California at Santa Barbara

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B.A., Trinity University; M.A., University of Maryland; Ph.D., Johns Hopkins University

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A.B., M.A., Colorado State College of Education

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B.A., Swarthmore College; M.A., Yale University; Ph.D., The Catholic University of America

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Paul C. Muick, *Professor Emeritus of Art*
B.F.A., Ohio State University; A.M., University of Chicago; Ph.D., Ohio State University

Nikola M. Nikolic, *Professor Emeritus of Physics*
B.S., Belgrade University; M.A., Ph.D., Columbia University

Cornelia D. Oliver, *Distinguished Professor Emerita of Art*
B.A., Smith College; A.M., Duke University; Ph.D., The Catholic University of America

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B.S., State College at Boston; M.A., University of Texas; Ph.D., University of California at Davis

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B.A., M.A., University of North Carolina; Ph.D., University of Virginia

Aniano Peña, *Professor Emeritus of Modern Foreign Languages*
M.A., Temple University; Ph.D., University of Pennsylvania

Mary W. Pinschmidt, *Distinguished Professor Emerita of Biological Sciences*
A.B., Western Maryland College; A.M., Duke University; Ph.D., Medical College of Virginia

William C. Pinschmidt, Jr., *Professor Emeritus of Biological Sciences*
B.S., Mount Union College; M.S., Ohio State University; Ph.D., Duke University

William Ray Pope, *Associate Professor Emeritus of Psychology*
B.S., M.A., Middle Tennesse State University; Ph.D., Virginia Commonwealth University

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A.B., Cornell University; M.S., Ph.D., Purdue University

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B.S., Women's College of the University of North Carolina; M.A., New York University

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A.B., Wesleyan College; M.A., Duke University; Ph.D., George Washington University

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B.A., University of Puerto Rico; M.A., Florida State College for Women; Ph.D., University of Salamanca

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B.A., Trinity University; M.A., Ph.D., University of Maryland

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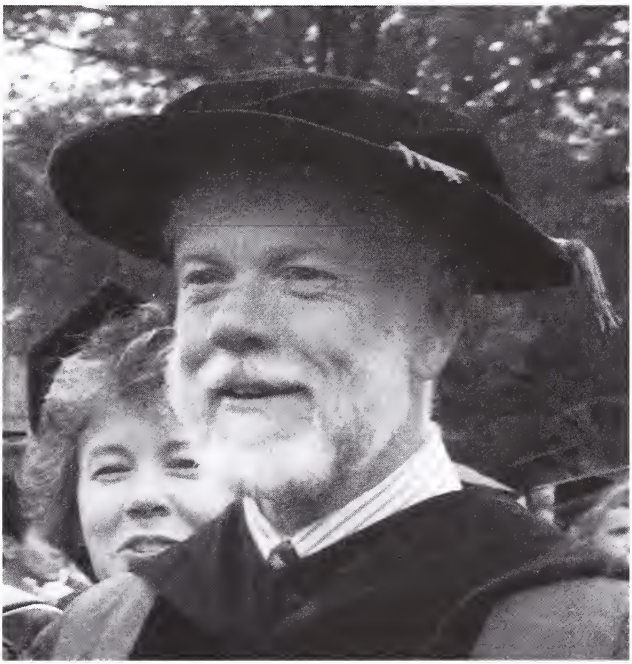
Benjamin F. Zimdars, *Professor Emeritus of History*
B.A., North Central College; M.A., University of Wisconsin; Ph.D., University of Texas

Paul M. Zisman, *Professor Emeritus of Education*
B.A., The College of William and Mary; M.A.T., Howard University; Ph.D., The Catholic University of America

IN MEMORIAM



J. Christopher "Topher" Bill
Professor Emeritus of Psychology
1944 – 2001

FACULTY AWARDS

Three awards are presented each year at the Commencement ceremonies.

GRELLET C. SIMPSON AWARD

Established in 1972, the Grellet C. Simpson Award reflects the importance placed by the College on its primary mission as an undergraduate, teaching institution. Named for former President Grellet C. Simpson, this award was made possible by an anonymous donor and is presented to a faculty member in recognition of excellence in undergraduate teaching.

1972 Carmen L. Rivera, *Professor of Modern Foreign Languages*
1973 Sidney H. Mitchell, *Professor of English*
1974 Anna S. Hoye, *Professor of Biology*
1975 Earl G. Insley, *Professor of Chemistry*
1976 Donald E. Glover, *Professor of English*
1977 Glen R. Thomas, *Professor of American Studies*
1978 Nancy H. Mitchell, *Professor of English*
1979 Elizabeth A. Clark, *Professor of Religion*
1980 Janet G. Zeleznock, *Associate Professor of Mathematical Sciences*
1981 Arthur L. Tracy, *Associate Professor of History*
1982 Mary W. Pinschmidt, *Professor of Biology*
1983 Joseph C. DiBella, *Associate Professor of Art*
1984 Bernard L. Mahoney, Jr., *Professor of Chemistry*
1985 Susan J. Hanna, *Professor of English*
1986 George M. Van Sant, *Professor of Philosophy*
1987 Marshall E. Bowen, *Professor of Geography*
1988 Joanna L. Reynolds, *Associate Professor of Modern Foreign Languages*
1989 Roger J. Bourdon, *Professor of History*
1990 Michael J. Joyce, *Associate Professor of Dramatic Arts*
1991 Richard M. Zeleznock, *Assistant Professor of Mathematics*
1992 David W. Cain, *Professor of Religion*
1993 Sammy R. Merrill, *Professor of Modern Foreign Languages*
1994 William B. Crawley, Jr., *Distinguished Professor of History*
1995 Lewis P. Fickett, Jr., *Distinguished Professor of Political Science*
1996 Carol S. Manning, *Professor of English*
1997 Topher Bill, *Professor of Psychology*
1998 Bulent I. Atalay, *Professor of Physics*
1999 Steven A. Greenlaw, *Associate Professor of Economics*
2000 William Kemp, *Professor of English*
2001 Clavio F. Ascari, *Professor of Italian*
2002 Steve R. Hampton, *Associate Professor of Psychology*
2003 Rosemary Barra, *Professor of Biology*

ALUMNI ASSOCIATION OUTSTANDING YOUNG FACULTY MEMBER AWARD

The Alumni Association Outstanding Young Faculty Member Award, established in 1989, recognizes the achievement and contribution of a faculty member who has been at the College from two to five years. The faculty rank shown is the person's rank at the time of the award.

1989 James E. Goehring, *Assistant Professor of Religion*
1990 George King, III, *Associate Professor of Physics*
1991 Grant R. Woodwell, *Assistant Professor of Geology*
1992 Larry W. Penwell, *Assistant Professor of Psychology*
1993 John T. Morello, *Associate Professor of Speech*
1994 Suzanne Sumner, *Assistant Professor of Mathematics*
1995 Gregg Stull, *Assistant Professor of Theatre*
1996 Janusz Konieczny, *Assistant Professor of Mathematics*
1997 Mehdi Aminrazavi, *Assistant Professor of Philosophy and Religion*
1998 W. Gardner Campbell, *Assistant Professor of English*
1999 Christine A. McBride, *Assistant Professor of Psychology*
2000 Kelli M. Slunt, *Assistant Professor of Chemistry*
2001 Stephen J. Farnsworth, *Assistant Professor of Political Science*
2002 Carole A. Garmon, *Assistant Professor of Art*
2003 Claudia Emerson, *Associate Professor of English*

MARY W. PINSCHMIDT AWARD

Members of the senior class select the winner of the Mary W. Pinschmidt award. Established in 1999 in honor of a long-time professor of biology, this award recognizes the faculty member who seniors select as the person they will most likely remember as the one who had the greatest impact on their lives.

1999 Stephen J. Farnsworth, *Assistant Professor of Political Science*
2000 Werner Wieland, *Professor of Biology*
2001 Erin H. Fouberg, *Assistant Professor of Geography*
2002 Topher Bill, *Professor of Psychology*
2003 Gregg Stull, *Associate Professor of Theatre*

2003

JULY

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2005

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COLLEGE CALENDAR

FALL SEMESTER	2003	2004
Residence halls open 8:15 a.m.-12:00 noon for entering freshmen and new transfer students	Wednesday, August 20	Wednesday, August 18
Residence halls open 9:00 a.m.-5:00 p.m. for returning students	Saturday, August 23	Saturday, August 21
Residence halls open 1:00 p.m.-5:00 p.m. for returning students	Sunday, August 24	Sunday, August 22
Honor Convocation	Sunday, August 24	Sunday, August 22
Classes begin (8:00 a.m.)	Monday, August 25	Monday, August 23
Late registration; Drop/Add begins	Monday, August 25	Monday, August 23
Last day to add courses	Friday, August 29	Friday, August 27
Major Declaration cards due	Tuesday, September 9	Tuesday, September 7
Last day to drop courses without penalty	Friday, September 12	Friday, September 10
Family Weekend	Friday-Sunday, September 19-21	Friday-Sunday, September 17-19
Last day to change to or from pass/fail grading	Friday, October 3	Friday, October 1
Fall Break begins (5:00 p.m.); residence halls remain open	Friday, October 10	Friday, October 8
Fall Break ends; classes resume (8:00 a.m.)	Wednesday, October 15	Wednesday, October 13
Advising Period	Wednesday-Friday, October 15-24	Wednesday-Friday, October 13-22
Homecoming Weekend	Friday-Saturday, October 24-25	Friday-Saturday, October 15-16
Individual courses cannot be dropped after this date	Friday, October 24	Friday, October 22

FALL SEMESTER	2003	2004
Advance registration for upcoming Spring semester	Monday-Friday, October 27-November 7	Monday-Friday, October 25-November 5
*Thanksgiving Break begins (8:00 a.m.); residence halls close (l0:00 a.m.)	Wednesday, November 26	Wednesday, November 24
Residence halls open (2:00 p.m.)	Sunday, November 30	Sunday, November 28
Thanksgiving Break ends. Classes resume (8:00 a.m.)	Monday, December 1	Monday, November 29
Classes end; last day to withdraw from the College	Friday, December 5	Friday, December 3
Reading Period	Saturday-Sunday, December 6-7	Saturday-Sunday, December 4-5
Final Examinations	Monday-Friday, December 8-12	Monday-Friday, December 6-10
Residence halls close (10:00 a.m.)	Saturday, December 13	Saturday, December 11

*Out-of-state and international students may contact the Office of Residence Life and Housing to investigate possible housing options during Break.

SPRING SEMESTER	2004	2005
Residence halls open 9:00 a.m.-12:00 noon for new students	Thursday, January 8	Thursday, January 6
New student orientation	Thursday, January 8	Thursday, January 6
Residence halls open 9:00 a.m.-5:00 p.m. for returning students	Sunday, January 11	Sunday, January 9
Classes begin (8:00 a.m.)	Monday, January 12	Monday, January 10
Late registration; Drop/Add begins	Monday, January 12	Monday, January 10
Last day to add courses	Friday, January 16	Friday, January 14
Major Declaration cards due	Thursday, January 22	Thursday, January 20
Last day to drop courses without penalty	Friday, January 30	Friday, January 28
Last day to change to or from pass/fail grading	Friday, February 20	Friday, February 18
*Spring Break begins (5:00 p.m.); residence halls close (9:00 p.m.)	Friday, February 27	Friday, February 25
Residence halls open (2:00 p.m.)	Sunday, March 7	Sunday, March 6
Spring Break ends; classes resume (8:00 a.m.)	Monday, March 8	Monday, March 7

SPRING SEMESTER	2004	2005
Advising Period	Monday-Friday, March 8-19	Monday-Friday, March 7-18
Individual courses cannot be dropped after this date	Friday, March 12	Friday, March 11
Outcomes Assessment testing for currently enrolled graduating seniors	Monday-Sunday, March 15-28	Monday-Sunday, March 14-27
Advance registration for upcoming Fall semester	Monday-Friday, March 22-April 2	Monday-Friday, March 21-April 1
Classes end; last day to withdraw from the College	Friday, April 23	Friday, April 22
Reading Period	Saturday-Sunday, April 24-25	Saturday-Sunday, April 23-24
Final Examinations	Monday-Friday, April 26-30	Monday-Friday, April 25-29
Residence halls close (10:00 a.m. except for graduating seniors)	Saturday, May 1	Saturday, April 30
Commencement	Saturday, May 8	Saturday, May 7
Residence halls close (10:00 a.m.)	Sunday, May 9	Sunday, May 8

FIRST SUMMER TERM (May/June 5-week term)	2004	2005
Registration begins	Monday, March 8	Monday, March 7
Residence halls open (2:00 p.m.)	Sunday, May 16	Sunday, May 15
Classes begin (8:00 a.m.)	Monday, May 17	Monday, May 16
Last day to add courses	Wednesday, May 19	Wednesday, May 18
Last day to drop courses without penalty, or change to pass/fail	Tuesday, May 25	Tuesday, May 24
Memorial Day (no classes) *(Daytime classes made up ...)* *(Evening classes made up ...)*	Monday, May 31 *(Friday, June 4)* *(first open evening)*	Monday, May 30 *(Friday, June 3)* *(first open evening)*
Individual courses cannot be dropped after this date	Tuesday, June 1	Tuesday, May 31
Reunion Weekend	Friday-Sunday June 4-6	Friday-Sunday June 3-5
Classes end; last day to withdraw from this term	Tuesday, June 15	Tuesday, June 14
Reading Period	Wednesday, June 16	Wednesday, June 15
Examinations	Thursday, June 17	Thursday, June 16
Residence halls close (10:00 a.m.)	Friday, June 18	Friday, June 17

SECOND SUMMER TERM (June/July 5-week term)	2004	2005
Registration begins	Monday, March 8	Monday, March 7
Residence halls open (2:00 p.m.)	Sunday, June 20	Sunday, June 19
Classes begin (8:00 a.m.)	Monday, June 21	Monday, June 20
Last day to add courses	Wednesday, June 23	Wednesday, June 22
Last day to drop courses without penalty, or change to pass/fail	Tuesday, June 29	Tuesday, June 28
Independence Day observed (no classes)	Monday, July 5	Monday, July 4
(Daytime classes made up…)	*(Friday, July 9)*	*(Friday, July 8)*
(Evening classes made up…)	*(first open evening)*	*(first open evening)*
Individual courses cannot be dropped after this date	Tuesday, July 6	Tuesday, July 5
Classes end; last day to withdraw from this term	Tuesday, July 20	Tuesday, July 19
Reading Period	Wednesday, July 21	Wednesday, July 20
Examinations	Thursday, July 22	Thursday, July 21
Residence halls close (10:00 a.m.)	Friday, July 23	Friday, July 22

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COLOPHON

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